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ABSTRACT

Sponsored by the Department of Education under Title II-B, Library Career Training Institute, Ponce Technical University College's Library Management Institute was intended to improve the supervisory skills of 30 librarians of the University of Puerto Rico's Regional Colleges Administration. The institute consisted of eight continuing education courses from the Association of College and Research Libraries (ACRL); these courses focused on management theories and skills, specific communication skills, methods of supervising student assistants, ways of resolving conflicts while being aware of the possible benefits of conflict, time management skills, ways to increase the effectiveness of meetings, alternatives to performance evaluations, and ways to prepare staff for changes in the library. The use of previously designed courses was a unique aspect of the project and significantly reduced development costs. This report provides general data on the project, a narrative report, a financial status report, and 17 appendices. The appendices, which make up the bulk of the report, contain correspondence about the institute; a brochure describing the institute; an application for participation and a letter of acceptance; copies of contracts for professional services (in Spanish); the course schedule; lists of participants in various activities; an announcement of the institute in various publications in both English and Spanish; copies of course evaluation and follow-up evaluation questionnaires; and detailed analyses of the responses to the questionnaires. (MAB)

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ED340364

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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LIBRARY MANAGEMENT INSTITUTE: FINAL PERFORMANCE REPORT

Submitted to:
U.S. Department of Education
Office of Educational Research & Improvement

Submitted by:
Ponce Technological University College
Administration of Regional Colleges
University of Puerto Rico
Box 7186
Ponce, Puerto Rico 00732

MAY 1991

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PART I

GENERAL DATA

Institution Name and Address:

Ponce Technological University College
University of Puerto Rico
Box 7186
Ponce, PR 00732

Project Director:

Fay Fowlie-Flores
Director of Planning and Institutional Research
(809) 844-8181, ext. 341

Grant Number: R036A00011

Project Period: 03/01/90 - 02/28/91

Amount Awarded: $28,669.00

Amount Expended to Date: $25,897.60

PART II

NARRATIVE REPORT

Ponce Technological University College is a co-educational and bilingual two year/four year unit which operates under the Administration of Regional Colleges, which in turn is an administrative unit within the University of Puerto Rico. It is the only state-supported institution of higher education in the southern area of the Island of Puerto Rico. The College received funding for a Library Career Training Institute under the Higher Education Act, Title II-B. Its project, entitled "Library Management Institute", ran from March 1990 to February 1991.

The goal of the Library Management Institute was "to offer courses/workshops designed to increase the management skills of professional librarians in the Regional Colleges Administration of the University of Puerto Rico". This goal was achieved since eight continuing education courses of the Association of College and Research Libraries were offered at Ponce Technological University College. The use of previously designed courses was a unique aspect on the project and significantly reduced development costs.

The continuing education courses of the Association of College and Research Libraries are nationally known and respected. The Association provided the syllabi, evaluations and certificates for all courses. Instructors were also recommended by the Association's Professional Development Officer and all proved to be excellent. The following courses were given as stipulated in the original proposal:

CE 101 - Librarians as Supervisors

CE 102 - Improving Job Performance: Strategies for Supervisors

CE 116 - Understanding Conflict in the Library. Strategies for Supervisors

CE 107 - Managing Student Workers in Academic Libraries

CE 106 - Performance Evaluation: A Goals - Based Approach

CE 105 - Time Management and Conducting Effective Meetings

CE 118 - Improving Organizational Communication

An additional ACRL course was also offered: Accommodating Change through Staff Development. Authorization was requested and received for the extra course which was chosen because of its content and the availability of instructors (see Appendix 1).

The implementation strategy described in the proposal was followed although the time frame varied somewhat. The first task was to assess the opinion of library personnel regarding supervision leadership and peer relations in each library. This was accomplished using the Survey of Organizations, 1988 ed., designed by Rensis Likert Associates. Copies of the major pyramids provided by the firm are to be found in Appendix 2. These results were disseminated in writing to library directors (see Appendix 3) and vía telephone to the consultants (second task in proposal).

The third and fourth tasks (production of a brochure and publicity to librarians) were satisfactorily accomplished as evidenced in Appendix 4. Participants were then selected based on the information provided in application forms like the one which appears in Appendix 5. Each application is on file and is available upon request. Applicants were notified in writing of their acceptance as participants in the institute (Appendix 6).

Contracts were drawn up for each instructor as well as for the American Library Association and Rensis Likert (Appendix 7). Courses were conducted

over a greater length of time than that anticipated in the proposal (Appendix 8). This was due to the busy schedules of the instructors. Copies of attendance records are included in Appendix 9.

One of the major tasks involved the evaluation of the project which is described in detail below. All phases of the evaluation were completed as planned.

The last task described in the proposal was the dissemination of information. This was initially accomplished with the brochure designed to generate applications (Appendix 4). News of the Institute also appeared in the following publications:

College & Research Libraries News 51 (November 1990): 990-91.

Diálogo, October 1990, p. 36. (University of Puerto Rico newspaper)

Informa, 30 (July-August 1990): 2. (newsletter of the Library Association of Puerto Rico)

Intercambio 1 (September 1990):5. (bulletin of the Aguadilla Regional College)

OPEI Informa 5 (September 1990): 1-2 (newsletter of the Planning Office, Ponce Technological University College)

Copies of the above articles can be found in Appendix 10. As a result of these articles, many calls were received from interested librarians from all parts of the island.

Although a copy of this final performance report will be sent to ERIC (Educational Resources Information Center), the Project Director is currently working on an article which will be submitted to the Journal of Library Administration for a special double issue on staff development. If it is not accepted, it will be submitted to College & Research Libraries. Consideration is

also being given to preparing a poster presentation for ACRL's Sixth National Conference to be held in Salt Lake City from April 12 to 14, 1992.

The Library Management Institute has had a considerable impact on the six libraries of the Administration of Regional Colleges. The number of librarians benefitting directly from the workshops was as follows:

CE 101 - Librarians as Supervisors - 25

CE 102 - Improving Job Performance: Strategies for Supervisors - 24

CE 105 - Time Management and Conducting Effective Meetings - 23

CE 106 - Performance Evaluation: A Goals - Based Approach - 22

CE 107 - Managing Student Workers in Academic Libraries - 27

CE 116 - Understanding Conflict in the Library. Strategies for Supervisors - 25

CE 118 - Improving Organizational Communication - 19

Accommodating Change through Staff Development - 19

The original proposal provided for 30 participants but unfortunately this total could not be reached due to staffing problems at three libraries, illness, and several retirements.

As documented on workshop evaluations (Appendix 11) and follow-up evaluations (Appendix 12), librarians learned management theories and skills, specific communication skills, methods of supervising student assistants, ways of resolving conflicts while being aware of the possible benefits of conflict, time management skills, ways to increase the effectiveness of meetings, alternatives for performance evaluation, and ways to prepare staff for changes in the library.

Additional benefits were also enjoyed by institute participants. Because the six libraries of the Regional Colleges Administration are located at different places on the island, librarians do not often have the chance to meet and

interchange ideas and experiences. In fact, many do not even know each other. The Institute provided a welcome opportunity to meet with colleagues and share expertise.

Furthermore, librarians were able to benefit from prestigious continuing education courses that are usually beyond their reach due to Puerto Rico's geographic location. Travel expenses to American Library Association continuing education activities at annual conference sites are too prohibitive for most librarians. All too few professional workshops and seminars are offered on the island. Therefore, the participants were very grateful to have the courses offered locally and were highly motivated toward participating actively.

Evaluation was a strong component of the project. As a formative process, the evaluation instruments designed and tested by the Association of College and Research Libraries were distributed to participants at the close of each workshop. The results were tabulated and reported by the Association. A copy of each evaluation summary is included in Appendix 13. They reflect a high degree of satisfaction with each workshop. Participants felt that each course met its stated objectives completely, and most considered that the courses met their own objectives and expectations. Both the courses and the instructors were judged very favorably.

The second stage of the evaluation plan was a follow-up evaluation sent to each participant sixty days after the completion of each workshop. The response rate was high. Several aspects were evaluated, including overall organization, general scope and coverage, instructor's expertise, and instructor's ability to communicate clearly. A scale of one to five was used, with five representing excellence and one deficiency. Follow-up evaluations were analyzed with SPSS. The results of the follow-up evaluations are summarized in Appendix 14. In addition to summaries of each course, an overall follow-up

evaluation has been compiled and is also included in Appendix 14. A weighted average was obtained for each aspect evaluated. It should be pointed out that the follow-up evaluations for the courses on Managing Student Workers and Accommodating Change are especially important because they are not directly measured in the Rensis Likert questionnaire.

The follow-up evaluation form also allowed participants to describe aspects of the training which they had actually put into use within sixty days of the courses. More than half of the participants applied their training to their own library situations, a clear indication of the successful impact which the courses had on them. Because of their importance, these applications of knowledge and skills obtained are listed in Appendix 15.

With regard to those who had not yet put into practice any aspects of their training, it is significant to note that all but two of the seventy respondents do plan to make use of the training in the future. Additional comments made on the evaluations are reproduced in Appendix 16.

The final stage of the project's evaluation plan was to repeat the Rensis Likert "Survey of Organizations" at all six libraries. It was administered three months after the last workshop but eight months after the first one. The purpose of repeating the questionnaire was to try to determine whether or not library personnel perceived any significant changes in library supervision and environment. The results of the second Survey are generally very encouraging and are to be found in Appendix 17. Pyramids for each individual college are also included. Differences among the six colleges are interesting. It should be noted that midway through the courses a new library director was appointed at La Montaña Regional College in Utuado.

Library directors were sent copies of the general report, the pyramid for their library and their own personal pyramid (Appendix 18). Using the

Appendix 18 is not included in copy recieved by ERIC.

Supervisor's Handbook provided by Rensis Likert, they will be able to discuss the results with their personnel, identify problem areas as well as strengths, and formulate action plans.

An examination of the "Mean of All Respondents in the Organization" tends to substantiate the success of the Institute program. Asterisks placed beside the numbers in the change column indicate a significant change, whether positive or negative.[1] Of particular relevance are the changes in communication flow (+0.29), interpersonal competence (+0.35), team building (0.49), goal integration (0.43), finding out how well you are doing (+0.35), and supervisory leadership (pages 7-8) with special reference to listening skills (#26, 28).

Similarly, an increase was registered in supervisors' knowledge of what it takes to be a good leader (+0.31), skills for getting along with others (+0.44), and necessary administrative skills (+0.30). Employees also expressed increased satisfaction with their supervisors (+0.41), as well as greater trust and confidence in them (+0.54). At the same time, they felt their supervisors had greater trust and confidence in them (+0.56). It is gratifying to note a change of +0.62 regarding the organization's success in meeting its employees needs as individuals. Employees seem to have perceived an improvement in conflict resolution (items 88 and 89 on page 13). Surprisingly enough, a positive change was registered in performance evaluation (item 16, page 13) despite the rather inflexible system officially in place at the University of Puerto Rico. Perhaps this change is a result of some library directors integrating ideas obtained in the workshop on Performance Evaluation.

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[1]Rensis Likert Associates, Inc., Survey of Organizations SO-2000: Supervisor's Manual (1987), p. 29.

The results of the Rensis Likert Survey of Organizations seem to corroborate the results of the follow-up evaluations in which librarians attested to the benefits of the Institute workshops and specified aspects that they had put into practice. However, if another Library Management Institute were to be conducted, it would be advisable to schedule it between semesters or during the summer. This would allow more librarians to attend all courses. Although the six library directors endorsed the Institute, they were faced with unexpected staffing problems during the busy months and therefore could not always permit all participants to attend.

One major difficulty was encountered in the course of the Institute. Many library employees felt unsure of themselves in answering the Rensis-Likert Survey due to the fact that it was in English. The length of the instrument also seemed to add to this difficulty. However, words were translated where necessary, as were the instructions.

PART III

FINANCIAL STATUS REPORT

Table 1 provides a comparison of proposed expenditures with actual expenditures by budget categories. The corresponding explanations for the differences, and therefore for the unspent funds, are included.

TABLE 1

COMPARISON OF PROPOSED EXPENDITURES WITH ACTUAL EXPENDITURES BY BUDGET CATEGORIES

BUDGET CATEGORY	AMOUNT PROPOSED	AMOUNT SPENT	REASON FOR DIFFERENCE
Personnel	$2,490.00	$3,164.91	Adjustment made for promotion (July 1991)
Supplies			
1. Paper, etc.	200.00	197.90	
2. Syllabi	1,890.00	1,935.00	Extra course authorized by Department of Education. Payment was made only for syllabi actually used.
Contractual			
1. ACRL fees	665.00	760.00	Extra course authorized by Department of Education.
2. Rensis Likert	3,320.00	3,239.75	Credit received for unused questionnaires. Postage and handling were charged.

BUDGET CATEGORY	AMOUNT PROPOSED	AMOUNT SPENT	REASON FOR DIFFERENCE
Other			
1. Honorariums	3,200.00	3,800.00	Extra course authorized by Department of Education (2 additional honorariums @ $300.00)
2. Consultant travel	4,800.00	5,281.38	Expenses of two additional consultants. Compensated for by lodging & per diem category.
3. Consultants' lodging & per diem	3,680.00	1,610.32	College obtained a lower hotel rate than originally expected and paid for consultants' luncheons on workshop days. On several occasions, one consultant left the same day as her course instead of staying in Ponce overnight.
4. Stipends	6,300.00	3,990.00	Not all stipends could be paid since many participants failed to complete seven courses, as stipulated in the proposal. Savings in this category and in lodgings enabled the College to offer the extra workshop.
Total Direct Charges	26,545.00	23,979.26	For reasons stated above.
Indirect Charges	2,123.60	1,918.34	Adjustment made according to amount actually spent.
TOTALS	**28,668.60**	**25,897.60**	

This form is for Institute grantees only.

FINANCIAL STATUS REPORT

(Short Form)

(Follow instructions on the back)

1. Federal Agency and Organizational Element to Which Report is Submitted	2. Federal Grant or Other Identifying Number Assigned By Federal Agency	OMB Approval No	Page	of
U. S. Department of Education Office of Educational Research	R036A00011	0348-0039	1	1 pages

3. Recipient Organization (Name and complete address, including ZIP code)

Ponce Technological University College - U.P.R.
P.O. Box 7186 Ponce, P. R. 00732

4. Employer Identification Number	5. Recipient Account Number or Identifying Number	6. Final Report	7. Basis
19-000004400	534001	☒ Yes ☐ No	☐ Cash ☒ Accrual

8. Funding/Grant Period (See instructions) From: (Month, Day, Year)	To: (Month, Day, Year)	9. Period Covered by this Report From: (Month, Day, Year)	To: (Month, Day, Year)
03-01-90	02-28-91	03-01-90	02-28-91

10. Transactions:	I Previously Reported	II This Period	III Cumulative
a. Total outlays	[redacted]		$25,897.60
b. Recipient share of outlays	[redacted]		
c. Federal share of outlays	[redacted]		23.979.26
d. Total unliquidated obligations	[redacted]		
e. Recipient share of unliquidated obligations	[redacted]		
f. Federal share of unliquidated obligations	[redacted]		
g. Total Federal share (Sum of lines c and f)	[redacted]		25 897.60
h. Total Federal funds authorized for this funding period	[redacted]		28.669.00
i. Unobligated balance of Federal funds (Line h minus line g)	[redacted]		2,771.40

11. Indirect Expense

a. Type of Rate (Place "X" in appropriate box) ☐ Provisional ☐ Predetermined ☐ Final ☒ Fixed

b. Rate	c. Base	d. Total Amount	e. Federal Share
8%	23,979.26	$1,918.34	1,918.34

12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.

13. Certification: I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

Typed or Printed Name and Title	Telephone (Area code, number and extension)
Catherine Hernández Pabón, Accountant	(809)844-8535
Signature of Authorized Certifying Official	**Date Report Submitted**
Catherine Hernández Pabón	May 29, 1991

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APPENDIX 1

UNIVERSITY OF PUERTO RICO
REGIONAL COLLEGES SYSTEM
UPR-PONCE
P.O. BOX 7186
PONCE, PUERTO RICO 00732

Office of Planning and Institutional Research

Telephone: 844-8181
Extension: 340

October 16, 1990

Ms. Yvonne Carter
Office of Library Programs
U.S. Department of Education
555 New Jersey Ave. N.W.
Room 404
Washington, D.C. 20208-5571

Dear Ms. Carter:

With reference to **Award No. R036A00011**, participants in the Library Management Institute have manifested a need to add another course, in addition to those contemplated in the original proposal. **No additional funding would be required.**

Therefore, we request permission to add CE 111 (Principles of Strategic Planning in the Library Environment) to the institute. Should it be unavailable during the project period, CE 110a (Job Training: Development Training Plans for Your Staff) or CE 002 (Fundraising for Academic Libraries) would be offered in its place. It should be clarified that all the above-mentioned courses are sponsored by the Association of College and Research Libraries, as stipulated in the original proposal.

Thank you for your consideration. I look forward to hearing from you.

Cordially,

Fay Fowlie-Flores
Project Director

Approved by:

Pedro E. Laboy
Dean-Director

Equal Employment Opportunity Employer

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

OCT 26 1990

Ms. Fay Fowlie-Flores
Project Director
University of Puerto Rico
Regional Colleges System
UPR-Ponce
P.O. Box 7186
Ponce, Puerto Rico 00732

Dear Ms. Fowlie-Flores: RE: R036A00011

This is in response to your request to add CE 111 (Principles of Strategic Planning in the Library Environment) to the institute at no additional cost to the project. Adding this course or a related one should strengthen the already well planned course of study.

We commend you and the participants for your interest in additional study. It is always a pleasure to hear about this project.

Sincerely,

Yvonne B. Carter
Administrative Librarian

rec. Oct 30/90
10:20 am
ff

20

WASHINGTON, D.C. 20208— 5571

APPENDIX 2

APPENDIX 3

Universidad de Puerto Rico
Administración de Colegios Regionales
Colegio Universitario Tecnológico de Ponce
Apartado 7186
Ponce, Puerto Rico 00732

Oficina de Planificación y Desarrollo
e Investigaciones Institucionales

8 de noviembre de 1990

Directores de Bibliotecas, ACR

INFORMES DE RENSIS LIKERT

Adjunto copia de los informes de la compañía Rensis Likert Associates sobre los resultados del cuestionario "Survey of Organizations". Se incluye el resumen para su Biblioteca y el suyo en particular.

El manual del supervisor le explicará como interpretar y utilizar los informes. Les insto a que analicen la información provista y la consideren para planificar actividades futuras en sus Bibliotecas.

Recuerden que el cuestionario será administrado nuevamente en enero del 1991 para determinar si ha habido cambios luego de finalizar el "Library Management Institute".

Reciban mis saludos más cordiales.

Fay F. Flores
Directora, Library Management Institute

anejos

APPENDIX 4

Requirements

Master's degree in Library Science.

One year of professional experience.

Recommendation from library director (or the appropriate Dean, in the case of an applicant who is also a library director).

Submit "Application for Participation in Library Management Institute".

Applicants will receive written notification of their acceptance.

Lecturers

Maureen Sullivan, Yale University

Michael D. Kathman, St. John's University

Jane M. Kathman, College of St. Benedict

Thomas McNally, Loyola University of Chicago

Lucy Cohen, University of Michigan

For More Information:

Conctact Fay F. Flores, Office of Planning and Institutional Research, Ponce Technological University College, Box 7186, Ponce, PR 00732, or call 844-8181, extention 340 or 341.

HEA Ttitle II-B: Library Career Training Program ($28,600.00)

LIBRARY MANAGEMENT INSTITUTE

Ponce Technological University College
Regional Colleges Administration
University of Puerto Rico
Box 7186
Ponce, PR 00732

The Office of Educational Research and Improvement of the U. S. Department of Education has approved and funded a proposal for a Training Institute in Library Management. This important professional event will take place at the Library of the Ponce Technological University College in August and September of 1990. The exact dates will be announced in the near future.

Objective of the Institute

To increase the management skills of profesional librarians in the Regional Colleges Administration of the University of Puerto Rico.

Design of the Institute

The Institute will consist of seven continuing education courses designed by the Association of College and Research Libraries of the American Library Association. Normally, these courses are offered only prior to A. L. A. annual conferences. The Institute therefore provides librarians of the Regional Colleges Administration with a unique opportunity to take seven accredited continuing education courses. The following courses will be offered:

CE 101 - Librarians as Supervisors

CE 112 - Improving Job Performance: Strategies for Supervisors

CE 116 - Understanding Conflict in the Library: Strategies for Supervisors

CE 107 - Managing Student Workers in Academic Libraries

CE 105 - Time Management and Conducting Effective Meetings

CE 118 - Improving Organizational Communication

CE 106 - Performance Evaluation: A Goals-Based Approach

Benefits

Improve your knowledge of good supervisory skills.

Gain new and practical insights into time management, personnel evaluation, conflict resolution techniques, training of student workers, and ways to improve communication.

Learn how to conduct and participate in meetings more effectively.

Receive ACRL certificates and continuing education credit for each course.

Receive a $30.00 stipend for each course taken if you take all seven courses (total of $271.00).

Universidad de Puerto Rico
Administración de Colegios Regionales
Colegio Universitario Tecnológico de Ponce
Apartado 7186
Ponce, Puerto Rico 00732

Oficina de Planificación y
Estudios Institucionales

1 de mayo de 1990

Prof. Pilar Aponte
Directora Biblioteca
Colegio Univ. Tec. de Bayamón
Bayamón, Puerto Rico

Estimada profesora Aponte:

Ya están en pie los arreglos para el instituto de desarrollo profesional para los bibliotecarios de la Administración de Colegios Regionales. Contamos con su asistencia y con su respaldo a la participación de los bibliotecarios de su Colegio. El instituto comenzará el 16 de agosto de 1990. Próximamente anunciaremos las fechas exactas.

Favor de distribuir los folletos y solicitudes entre su personal profesional. Agradeceremos nos envíen las solicitudes no más tarde del 25 de mayo de 1990.

Gracias por su acostumbrada cooperación.

Cordialmente,

Fay Fowlie Flores, Directora
Oficina de Planificación y
Estudios Institucionales

mlc

Anexos

BEST COPY AVAILABLE

"Patrono con igual oportunidad de empleo"

APPENDIX 5

LIBRARY MANAGEMENT INSTITUTE

APPLICATION FOR PARTICIPATION

Name: _____ Date: _____

Institution: _____

Position: _____

Professional Degree(s) and Year(s) of Graduation: _____

_____

Supervisory Responsibilities: _____

_____

_____

Number of People Supervised (Please specify their rank or position):

_____

_____

_____

What do you hope to gain by participating in the Institute? _____

_____

_____

_____

Signature: _____

(over)

CERTIFICATION BY LIBRARY DIRECTOR

I hereby certify that the above information is correct and that I recommend that _____ be

(Name)

chosen to participate in the Library Management Institute to be offered in August and September of 1990 in the Ponce Technological University College Library.

_____ _____

(Date) **(Name and title. Please print)**

_____

(Signature)

Please return this application to the following address no later than May 25, 1990:

Fay F. Flores
Office of Planning and Research
Ponce Technological University College
University of Puerto Rico
Box 7186
Ponce, P.R. 00732

APPENDIX 6

University of Puerto Rico
Regional Colleges Administration
Ponce Technological University College
P. O. Box 7186
Ponce, Puerto Rico 00732

Office of Planning and
Institutional Research

June 21, 1990

Prof. Mildred Pérez
Librarian
University of Puerto Rico
Bayamón Technological University College
Bayamón, Puerto Rico

Dear Professor Pérez:

We are pleased to inform you that you have been accepted as a participant in the Library Management Institute to be held in the Ponce Technological University College Library during August and September of 1990. Attached is a list of the dates on which the courses will be offered. Registration will begin at 8:30 a.m. and each course will commence promptly at 9:00 a.m.

We look forward to your attendance and hope that the Institute will prove beneficial to your continued professional enrichment.

Cordially,

Fay Fowlie Flores, Director
Office of Planning and
Institutional Research

mlc

c Library Director

Equal Employment Opportunity Employer

APPENDIX 7

90 AUG 15 PM12:03

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
OFICINA DE PRESUPUESTO

AUTORIZACION PARA LA CONTRATACION DE PERSONAL Y/O SERVICIOS CON CARGO AL FONDO GENERAL, FONDO DE MEJORAS PERMANENTES O FONDOS PARA PROYECTOS ESPECIALES 1/

Tipo de contrato:

___	Actividades Sociales y Cult.	___	Mantenimiento Equipo
___	Arrendamiento	___	Cafeteria (Contrato)
XX	Mejoramiento Profesional	___	Mejoras Permanentes
___	Actividades Atléticas	___	Contrato de Servicios Completo
___	Mantenimiento Aire Acond.	___	Contrato de Servicios Parcial
___	Compensación Adicional	___	Otros: ___

Colegio o Unidad que origina el contrato: Ponce

Entidad o compañía(s) contratada (s) Maureen Sullivan

Servicios a contratarse Ofrecer cursos CE 101 y CE 117 de la Propuesta de Título II

Periodo de efectividad: 16 y 17 de agosto de 1990

Costo: $800.00 (más viaje y alojamiento)

Solicitado por — Recomendado por

Certifico que la cuenta indicada dispone de fondos para cubrir la acción propuesta.

Contador

00-216-94-02-0SM.
5340013210 — Núm. Cuenta y Fondo

91-019

Vo. Bo. Director Decano o Decano ACR o su Rep. Autorizado

Verificado por: Oficina de Presupuesto ACR Fecha: 15 de agosto/90

1/ Documento a utilizarse en todos aquellos casos que no se incluya la ACR-1

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
DECANATO DE ASUNTOS ESTUDIANTILES
OFICINA DE ACTIVIDADES EXTRACURRICULARES

RECIBIDO 90 AGO 15 PM 2:30

COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

CONTRATO DE SERVICIOS PROFESIONALES

De una parte: La Administración de Colegios Regionales de la Universidad de Puerto Rico, de ahora en adelante denominada ADMINISTRACION, representada por su Rectora Prof. Ivette Ramos Buonomo, mayor de edad, soltera, y vecina de Río Piedras, Puerto Rico.

DE LA OTRA PARTE: Maureen Sullivan, de ahora en adelante denominada ACTUANTE, representada por

(si aplica) n/a

41 (edad legal), casada (estado civil), bibliotecaria (profesión u ocupación) y residente en

34 Autumn St., New Haven, CT 06511 (Dirección residencial) (zip code)

Ambos comparecientes a este Contrato, con el carácter y representación que respectivamente ostentan, acuerdan:

1. DESCRIPCION DE LOS SERVICIOS CONTRATADOS

Naturaleza del servicio: Ofrecer los cursos CE 101 and CE 112 del "Library Management Institute" de la Propuesta de Título II

Fecha	:	16 y 17 de agosto de 1990
Hora de comienzo	:	9:00 a.m.
Periodo de vigencia	:	2 días
Lugar	:	Sala de Conferencias, Biblioteca, CUTPO
Número de participantes	:	30 personas

2. CONDICIONES ADICIONALES El Colegio pagará gastos de viaje y alojamiento de la cuenta 534001

3. NOMBRE DE CUENTA A CARGARSE	4. NUMERO DE CUENTA	5. CANTIDAD
Título II	534001	$800.00

6. FORMA DE PAGO Global al terminar la actividad

7. DIRECCION DEL ACTUANTE		8. NUMERO SEGURO SOCIAL Y/O PATRONAL
Residencial:	Postal:	Actuante:
34 Autumn St. New Haven, CT 06511	la misma	045 42 9155
		Representante: n/a

9. TELEFONOS: (203) 776-3808; (203) 432-7179

10. AUTORIZACIONES ESPECIALES | SI | X | NO |

(A) A los efectos del Código Político y Administrativo, Art. 177, ¿es la persona contratada o alguno de los participantes mencionados en la parte número 1 (DESCRIPCION DE LOS SERVICIOS CONTRATADOS), empleado del Gobierno Estatal, sus departamentos, agencias, dependencias, instrumentalidades, corporaciones públicas o de los municipios?

(B) Si la contestación a la pregunta (A) es SI, deberá incluirse una autorización previa, acreditativa de que los servicios se prestarán fuera del horario regular de trabajo, suscrita por el jefe ejecutivo a que se refiere la Ley Número 100 del 27 de junio de 1956, o en su caso, por el Rector del Colegio Tecnológico de la Comunidad del Municipio de San Juan, al que se refiere la Ley Número 18, del 8 de octubre de 1980.

BEST COPY AVAILABLE

TERMINOS Y CONDICIONES

ADM. COLEGIOS REGIONALES
OFICINA DE PRESUPUESTO
RECIBIDO
90 AUG 15 PM 2:38

PRIMERO: Una vez acordado este CONTRATO DE SERVICIOS PROFESIONALES, no se podrán efectuar alteraciones respecto a su programación, fecha, horario, lugar o número de participantes, sin previo acuerdo escrito entre las partes contratantes.

SEGUNDO: Los servicios contratados podrán ser cancelados por cualquiera de las partes, siempre que dicha intención sea notificada a la otra parte, mediante una comunicación escrita, con no menos de cinco (5) días laborables de antelación a la fecha acordada en este Contrato, quedando por tanto este Contrato resuelto y sin efecto legal alguno.

TERCERO: Los servicios contratados podrán ser suspendidos sin previo aviso, solamente en el caso de que una fuerza mayor u otra circunstancia fuera del dominio o control de las partes impida el fiel cumplimiento de los mismos, en cuyo caso la ADMINISTRACION decidirá si señalar una fecha posterior para el cumplimiento del Contrato, mediante un acuerdo escrito entre las partes, o dejar este Contrato resuelto y sin efecto legal alguno.

CUARTO: El ACTUANTE, queda obligado a presentarse a la hora, día y lugar acordado. En caso de cancelación o suspensión de los servicios contratados por razones otras que las contempladas en los apartados SEGUNDO y TERCERO de este documento y las cuales fuesen imputables al ACTUANTE, la ADMINISTRACION puede considerar resuelto el Contrato, siendo responsable el ACTUANTE por los daños y perjuicios sufridos por la ADMINISTRACION.

QUINTO: El ACTUANTE sufragará sus propios gastos de transportación, comida y hospedaje al rendir sus servicios bajo este Contrato, excepto que las partes acuerden lo contrario y así lo indiquen en la parte número 2 de este documento CONDICIONES ADICIONALES DEL CONTRATO.

SEXTO: Este Contrato no contraviene las disposiciones de la Ley Número 12 del 24 de julio de 1985.

SEPTIMO: Ambas partes reconocen que no existirá discrimen por razones de edad, sexo, raza, color, nacimiento, origen o condición social, impedimento físico o mental, creencias políticas o religiosas o status de veterano, en las prácticas de empleo, contratación y sub-contratación con la Administración de Colegios Regionales de la Universidad de Puerto Rico, a tenor con la legislación Estatal y Federal vigente.

OCTAVO: Ambas partes reconocen que este Contrato se rige por toda la legislación Estatal y Federal vigente, aplicable al caso.

Habiendo leído lo arriba expuesto y estando conforme con la totalidad de su contenido, las partes firman este Contrato que se regirá e interpretará de acuerdo con las Leyes del Estado Libre Asociado de Puerto Rico.

En la ciudad de San Juan de Puerto Rico, el día 21 del mes de agto del año de 1990.

Universidad De P. R.
Contralor Registrado
AUG 21 1990
Num. Registro
91-1242

ACTUANTE
Persona contratada o representante

ADMINISTRACION
UNIVERSIDAD DE PUERTO RICO
Recinto
ADMINISTRACION DE COLEGIOS REGIONALES

Recomendado por:
Director y Decano o Decano de Asuntos Estudiantiles

CONTRATO NUM. 91-030
20 de Agosto de 1990.

PATRONO CON IGUAL OPORTUNIDAD DE EMPLEO
SEGURO SOCIAL 533001321C

RECIBIDO

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
OFICINA DE PRESUPUESTO

90 AUG 20 AM 11:28
COLEGIOS REGIONALES
ASUNTOS LEGALES

AUTORIZACION PARA LA CONTRATACION DE PERSONAL Y/O SERVICIOS CON CARGO AL FONDO GENERAL, FONDO DE MEJORAS PERMANENTES O FONDOS PARA PROYECTOS ESPECIALES 1/

Tipo de contrato:

____	Actividades Sociales y Cult.	____	Mantenimiento Equipo
____	Arrendamiento	____	Cafeteria (Contrato)
XX	Mejoramiento Profesional	____	Mejoras Permanentes
____	Actividades Atléticas	____	Contrato de Servicios Completo
____	Mantenimiento Aire Acond.	____	Contrato de Servicios Parcial
____	Compensación Adicional	____	Otros: _____

Colegio o Unidad que origina el contrato: Ponce

Entidad o compañía(s) contratada (s) Michael D. Kathman

Servicios a contratarse Ofrecer los cursos CE 116 y 107 del "Library Management Institute" de Título II.

Periodo de efectividad: 23 y 24 de agosto de 1990

Costo: $600.00 (más viaje y alojamiento, $900.00)

Jay S Flores
Solicitado por

Pedro E Soto
Recomendado por

Certifico que la cuenta indicada dispone de fondos para cubrir la acción propuesta.

Jmartz
Contador

5340013210 -00216-94-03.0 91-021
Núm. Cuenta y Fondo

Pedro E Soto
Vo. Bo. Director Decano o Decano ACR o su Rep. Autorizado

Verificado por: Oficina de Presupuesto ACR

Fecha: 20/08/90

1/ Documento a utilizarse en todos aquellos casos que no se incluya la ACR-1

RECIBIDO

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
DECANATO DE ASUNTOS ESTUDIANTILES
OFICINA DE ACTIVIDADES EXTRACURRICULARES

ADMINISTRACION DE COLEGIOS REGIONALES
DECANATO DE PRESUPUESTO
RECIBIDO

90 AUG 20 AM 11:25

COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

90 AUG 20 AM 11:36

ASUNTOS LEGALES

CONTRATO DE SERVICIOS PROFESIONALES

De una parte: La Administración de Colegios Regionales de la Universidad de Puerto Rico, de ahora en adelante denominada ADMINISTRACION, representada por su Rectora Prof. Ivette Ramos Buonomo, mayor de edad, soltera, y vecina de Río Piedras, Puerto Rico.

DE LA OTRA PARTE: Michael D. Kathaan,
de ahora en adelante denominada ACTUANTE, representada por

(si aplica) _____

46 (edad legal), casado (estado civil), bibliotecario (profesión u ocupación) y residente en

414 - 8th Ave. North, Cold Spring, MN 56320 (zip code)
(Dirección residencial)

Ambos comparecientes a este Contrato, con el carácter y representación que respectivamente ostentan, acuerdan:

1. DESCRIPCION DE LOS SERVICIOS CONTRATADOS

Naturaleza del servicio: Ofrecer los cursos CE 116 y CE 107 como parte del "Library Management Institute" de Título II

Fecha	:	23 y 24 de agosto de 1990
Hora de comienzo	:	9:00 a.m.
Periodo de vigencia	:	2 días
Lugar	:	Sala de Conferencias, Biblioteca, CUTPO
Número de participantes	:	30 personas

2. CONDICIONES ADICIONALES

El Colegio pagará gastos de viaje y alojamiento

3. NOMBRE DE CUENTA A CARGARSE	4. NUMERO DE CUENTA	5. CANTIDAD
Título II	534001.00216-94-03.0	$600.00

6. FORMA DE PAGO

global al terminar la actividad

7. DIRECCION DEL ACTUANTE

Residencial:	Postal:
414-8th Ave. North Cold Spring, MN 56320	la misma

8. NUMERO SEGURO SOCIAL Y/O PATRONAL

Actuante: 352 36 0044

Representante:

9. TELEFONOS (612) 685-8365; (612) 363-2121

10. AUTORIZACIONES ESPECIALES ___ SI ___ NO

(A) A los efectos del Código Político y Administrativo, Art. 177, ¿es la persona contratada o alguno de los participantes mencionados en la parte número 1. (DESCRIPCION DE LOS SERVICIOS CONTRATADOS), empleado del Gobierno Estatal, sus departamentos, agencias, dependencias, instrumentalidades, corporaciones públicas o de los municipios?

(B) Si la contestación a la pregunta (A) es SI, deberá incluirse una autorización previa, acreditativa de que los servicios se prestarán fuera del horario regular de trabajo, suscrita por el jefe ejecutivo a que se refiere la Ley Número 100 del 27 de junio de 1956, o en su caso, por el Rector del Colegio Tecnológico de la Comunidad del Municipio de San Juan, al que se refiere la Ley Número 18, del 8 de octubre de 1980.

BEST COPY AVAILABLE

TERMINOS Y CONDICIONES

PRIMERO: Una vez acordado este CONTRATO DE SERVICIOS PROFESIONALES, no se podrán efectuar alteraciones respecto a su programación, fecha, horario, lugar o número de participantes, sin previo acuerdo escrito entre las partes contratantes.

SEGUNDO: Los sevicios contratados podrán ser cancelados por cualquiera de las partes, siempre que dicha intención sea notificada a la otra parte, mediante una comunicación escrita, con no menos de cinco (5) días laborables de antelación a la fecha acordada en este Contrato, quedando por tanto este Contrato resuelto y sin efecto legal alguno.

TERCERO: Los servicios contratados podrán ser suspendidos sin previo aviso, solamente en el caso de que una fuerza mayor u otra circunstancia fuera del dominio o control de las partes impida el fiel cumplimiento de los mismos, en cuyo caso la ADMINISTRACION decidirá si señalar una fecha posterior para el cumplimiento del Contrato, mediante un acuerdo escrito entre las partes, o dejar este Contrato resuelto y sin efecto legal alguno.

CUARTO: El ACTUANTE, queda obligado a presentarse a la hora, día y lugar acordado. En caso de cancelación o suspensión de los servicios contratados por razones otras que las contempladas en los apartados SEGUNDO y TERCERO de este documento y las cuales fuesen imputables al ACTUANTE, la ADMINISTRACION puede considerar resuelto el Contrato, siendo responsable el ACTUANTE por los daños y perjuicios sufridos por la ADMINISTRACION.

QUINTO: El ACTUANTE sufragará sus propios gastos de transportación, comida y hospedaje al rendir sus servicios bajo este Contrato, excepto que las partes acuerden lo contrario y así lo indiquen en la parte número 2 de este documento CONDICIONES ADICIONALES DEL CONTRATO.

SEXTO: Este Contrato no contraviene las disposiciones de la Ley Número 12 del 24 de julio de 1985.

SEPTIMO: Ambas partes reconocen que no existirá discrimen por razones de edad, sexo, raza, color, nacimiento, origen o condición social, impedimento físico o mental, creencias políticas o religiosas o status de veterano, en las prácticas de empleo, contratación y sub-contratación con la Administración de Colegios Regionales de la Universidad de Puerto Rico, a tenor con la legislación Estatal y Federal vigente.

OCTAVO: Ambas partes reconocen que este Contrato se rige por toda la legislación Estatal y Federal vigente, aplicable al caso.

Habiendo leído lo arriba expuesto y estando conforme con la totalidad de su contenido, las partes firman este Contrato que se regirá e interpretará de acuerdo con las Leyes del Estado Libre Asociado de Puerto Rico.

En la ciudad de San Juan de Puerto Rico, el día 23 del mes de agto del año de 1990.

Universidad de Puerto Rico — Recibido — AGO 23 1990 — Núm. Registro — Colegios Regionales

ACTUANTE — ADMINISTRACION

Persona contratada o representante — Ivette Ramos Buonomo
UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES

Recomendado por: Director y Decano o Decana de Asuntos Estudiantiles

CONTRATO NUM.: 91-038

REVISADO POR:

FECHA: 20 agosto '90

PATRONO CON IGUAL OPORTUNIDAD DE EMPLEO

RECIBIDO

90 AUG 20 AM 11:28

ADM. COLEGIOS REGIONALES
ASUNTOS LEGALES
UNIVERSIDAD DE P.R.

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
OFICINA DE PRESUPUESTO

AUTORIZACION PARA LA CONTRATACION DE PERSONAL Y/O SERVICIOS CON CARGO AL FONDO GENERAL, FONDO DE MEJORAS PERMANENTES O FONDOS PARA PROYECTOS ESPECIALES 1/

Tipo de contrato:

____	Actividades Sociales y Cult.	____	Mantenimiento Equipo
____	Arrendamiento	____	Cafeteria (Contrato)
XX	Mejoramiento Profesional	____	Mejoras Permanentes
____	Actividades Atléticas	____	Contrato de Servicios Completo
____	Mantenimiento Aire Acond.	____	Contrato de Servicios Parcial
____	Compensación Adicional	____	Otros: ____

Colegio o Unidad que origina el contrato: Ponce

Entidad o compañía(s) contratada (s) Jane McGurn Kathman

Servicios a contratarse Ofrecer los cursos CE 116 y 107 del "Library Management Institute" de Título II.

Periodo de efectividad: 23 y 24 de agosto de 1990

Costo: $600.00 (más viaje y alojamiento, $900.00)

Solicitado por

Recomendado por

Certifico que la cuenta indicada dispone de fondos para cubrir la acción propuesta.

Contador

5340013210 -00216-94-03.0 91-020
Núm. Cuenta y Fondo

Vo. Bo. Director Decano o Decano ACR o su Rep. Autorizado

Verificado por: Oficina de Presupuesto ACR

Fecha: 20/08/90

1/ Documento a utilizarse en todos aquellos casos que no se incluya la ACR-1

RECIBIDO

UNIVERSIDAD DE PUERTO RI
ADMINISTRACION DE COLEGIOS REGIONALES
DECANATO DE ASUNTOS ESTUDIANTILES
OFICINA DE ACTIVIDADES EXTRACURRICULARES

ADM. COLEGIOS REGIONALES
OFICINA DE PRESUPUESTO
RECIBIDO
90 AUG 20 AM 11:28

90 AUG 20 AM 11:28

COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

ADM. COLEGIOS REGIONALES
ASUNTOS LEGALES
UNIVERSIDAD DE P.R.

CONTRATO DE SERVICIOS PROFESIONALES

De una parte: La Administración de Colegios Regionales de la Universidad de Puerto Rico, de ahora en adelante denominada ADMINISTRACION, representada por su Rectora Prof. Ivette Ramos Buonomo, mayor de edad, soltera, y vecina de Río Piedras, Puerto Rico.

DE LA OTRA PARTE: Jane McGurn Kathman,
de ahora en adelante denominada ACTUANTE, representada por

(si aplica) _____

42 (edad legal), casada (estado civil), profesora (profesión u ocupación) y residente en

414-8th Ave. North, Cold Spring, MN 56320 (Dirección residencial) (zip code).

Ambos comparecientes a este Contrato, con el carácter y representación que respectivamente ostentan, acuerdan:

1. DESCRIPCION DE LOS SERVICIOS CONTRATADOS

Naturaleza del servicio: Ofrecer los cursos CE 116 y CE 107 como parte del "Library Management Institute".

Fecha	: 23 y 24 de agosto de 1990
Hora de comienzo	: 9:00 a.m.
Periodo de vigencia	: 2 días
Lugar	: Sala de Conferencias, Biblioteca, CUTPO
Número de participantes	: 30 personas

2. CONDICIONES ADICIONALES

El Colegio pagará gastos de viaje y alojamiento.

3. NOMBRE DE CUENTA A CARGARSE	4. NUMERO DE CUENTA	5. CANTIDAD
Título II	534001-00216-94-03.0	$600.00

6. FORMA DE PAGO

global al terminar la actividad

7. DIRECCION DEL ACTUANTE

Residencial:	Postal:
414-8th Ave. North Cold Spring MN 56320	la misma

8. NUMERO SEGURO SOCIAL Y/O PATRONAL

Actuante: 353 40 7807

Representante:

9. TELEFONOS (612) 685-8365; (612) 363-2119

10. AUTORIZACIONES ESPECIALES ☐ SI ☐ NO

(A) A los efectos del Código Político y Administrativo, Art. 177, ¿es la persona contratada o alguno de los participantes mencionados en la parte número ___ (DESCRIPCION DE LOS SERVICIOS CONTRATADOS), empleado del Gobierno Estatal, sus departamentos, agencias, dependencias, instrumentalidades, corporaciones públicas o de los municipios?

(B) Si la contestación a la pregunta (A) es SI, deberá incluirse una autorización previa, acreditativa de que los servicios se prestarán fuera del horario regular de trabajo, suscrita por el jefe ejecutivo a que se refiere la Ley Número 100 del 27 de junio de 1956, o en su caso, por el Rector del Colegio Tecnológico de la Comunidad del Municipio de San Juan, al que se refiere la Ley Número 18, del 8 de octubre de 1980.

BEST COPY AVAILABLE

TERMINOS Y CONDICIONES

PRIMERO: Una vez acordado este CONTRATO DE SERVICIOS PROFESIONALES, no se podrán efectuar alteraciones respecto a su programación, fecha, horario, lugar o número de participantes, sin previo acuerdo escrito entre las partes contratantes.

SEGUNDO: Los servicios contratados podrán ser cancelados por cualquiera de las partes, siempre que dicha intención sea notificada a la otra parte, mediante una comunicación escrita, con no menos de cinco (5) días laborables de antelación a la fecha acordada en este Contrato, quedando por tanto este Contrato resuelto y sin efecto legal alguno.

TERCERO: Los servicios contratados podrán ser suspendidos sin previo aviso, solamente en el caso de que una fuerza mayor u otra circunstancia fuera del dominio o control de las partes impida el fiel cumplimiento de los mismos, en cuyo caso la ADMINISTRACION decidirá si señalar una fecha posterior para el cumplimiento del Contrato, mediante un acuerdo escrito entre las partes, o dejar este Contrato resuelto y sin efecto legal alguno.

CUARTO: El ACTUANTE, queda obligado a presentarse a la hora, día y lugar acordado. En caso de cancelación o suspensión de los servicios contratados por razones otras que las contempladas en los apartados SEGUNDO y TERCERO de este documento y las cuales fuesen imputables al ACTUANTE, la ADMINISTRACION puede considerar resuelto el Contrato, siendo responsable el ACTUANTE por los daños y perjuicios sufridos por la ADMINISTRACION.

QUINTO: El ACTUANTE sufragará sus propios gastos de transportación, comida y hospedaje al rendir sus servicios bajo este Contrato, excepto que las partes acuerden lo contrario y así lo indiquen en la parte número 2 de este documento CONDICIONES ADICIONALES DEL CONTRATO.

SEXTO: Este Contrato no contraviene las disposiciones de la Ley Número 12 del 24 de julio de 1985.

SEPTIMO: Ambas partes reconocen que no existirá discrimen por razones de edad, sexo, raza, color, nacimiento, origen o condición social, impedimento físico o mental, creencias políticas o religiosas o status de veterano, en las prácticas de empleo, contratación y sub-contratación con la Administración de Colegios Regionales de la Universidad de Puerto Rico, a tenor con la legislación Estatal y Federal vigente.

OCTAVO: Ambas partes reconocen que este Contrato se rige por toda la legislación Estatal y Federal vigente, aplicable al caso.

Habiendo leído lo arriba expuesto y estando conforme con la totalidad de su contenido, las partes firman este Contrato que se regirá e interpretará de acuerdo con las Leyes del Estado Libre Asociado de Puerto Rico.

En la ciudad de San Juan, Estado Libre Asociado de Puerto Rico, el día 23 del mes de agosto del año de 1990.

Universidad De P.R.
Recibido
AUG 23 1990
Div. Administración
91-1207
Colegios Regionales

Jose M. Kaetman
ACTUANTE
Persona contratada o representante

Ivette Ramos Buonomo
ADMINISTRACION
Prof. Ivette Ramos Buonomo
UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES

Recomendado por: Pedro L. Colón
Director y Decano o Director Asociado de Asuntos Estudiantiles

CONTRATO NUM. 91-073
REVISADO POR
FECHA: 21 agosto 90
PATRONO CON IGUAL OPORTUNIDAD DE EMPLEO
CUENTA A AFECTARSE: 534001-00216-94-03.0

BEST COPY AVAILABLE

ADM. COLEGIOS REGIONALES OFICINA DE PRESUPUESTO RECIBIDO 90 SEP 10 AM 10

ADM. COLEGIOS REGIONALES OFICINA DE PRESUPUESTO RECIBIDO 90 AUG 15 PM 12:03

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
OFICINA DE PRESUPUESTO

AUTORIZACION PARA LA CONTRATACION DE PERSONAL Y/O SERVICIOS CON CARGO AL FONDO GENERAL, FONDO DE MEJORAS PERMANENTES O FONDOS PARA PROYECTOS ESPECIALES 1/

Tipo de contrato:

___	Actividades Sociales y Cult.	___	Mantenimiento Equipo
___	Arrendamiento	___	Cafeteria (Contrato)
XX	Mejoramiento Profesional	___	Mejoras Permanentes
___	Actividades Atléticas	___	Contrato de Servicios Completo
___	Mantenimiento Aire Acond.	___	Contrato de Servicios Parcial
___	Compensación Adicional	___	Otros: _____

Colegio o Unidad que origina el contrato: _____

Entidad o compañía(s) contratada (s) Tom McNally's Assoc.

Servicios a contratarse Ofrecer el curso CE 105 del "Library Management Institute" de la Propuesta de Título II.

Periodo de efectividad: 7 de septiembre de 1990

Costo: $400.00 (más viaje y alojamiento)

Jay G. Flores
Solicitado por

Pedro E. Soto
Recomendado por

Certifico que la cuenta indicada dispone de fondos para cubrir la acción propuesta.

Contador

5340013210 00216-94-0310-023
Núm. Cuenta y Fondo

Pedro E. Soto
Vo. Bo. Director Decano o Decano ACR o su Rep. Autorizado

Verificado por: Alicia M. Ramírez
Oficina de Presupuesto ACR

Fecha: 8/09/90

1/ Documento a utilizarse en todos aquellos casos que no se incluya la ACR-1

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
DECANATO DE ASUNTOS ESTUDIANTILES
OFICINA DE ACTIVIDADES EXTRACURRICULARES

RECIBIDO
90 SEP 10 PM 3:00
COLEGIOS REGIONALES
ASUNTOS ESTUDIANTILES

COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

CONTRATO DE SERVICIOS PROFESIONALES

De una parte: La Administración de Colegios Regionales de la Universidad de Puerto Rico, de ahora en adelante denominada ADMINISTRACION, representada por su Rectora Prof. Ivette Ramos Buonomo, mayor de edad, soltera, y vecina de Río Piedras, Puerto Rico.

DE LA OTRA PARTE: TOM McNALLY
de ahora en adelante denominada ACTUANTE, representada por
(si aplica) _____

39, soltero, bibliotecario y residente en
(edad legal) (estado civil) (profesión u ocupación)
1055 W. Colombia, Apt. 3, Chicago, IL 60626
(Dirección residencial) (zip code)

Ambos comparecientes a este Contrato, con el carácter y representación que respectivamente ostentan, acuerdan:

1. DESCRIPCION DE LOS SERVICIOS CONTRATADOS

Naturaleza del servicio: Ofrecer el curso CE 105 como parte de las actividades de la Propuesta de Título II, Library Management Institute

Fecha : 7 de septiembre de 1990
Hora de comienzo : 9 a.m.
Período de vigencia : 1 día
Lugar : Sala de Conferencias, Biblioteca, CUTPO
Número de participantes: 30 personas

2. CONDICIONES ADICIONALES El Colegio pagará los gastos de viaje y alojamiento.

3. NOMBRE DE CUENTA A CARGARSE	4. NUMERO DE CUENTA	5. CANTIDAD
Título II	534001 (00.216.94.03.0	$400.00

6. FORMA DE PAGO global al terminar la actividad

7. DIRECCION DEL ACTUANTE
Residencial: Postal:
1055 W. Colombia
Apt. 3
Chicago, IL 60626

8. NUMERO SEGURO SOCIAL Y/O PATRONAL
Actuante: 298 46 2128
Representante:

TELEFONOS (312) 508-2641

AUTORIZACIONES ESPECIALES [ ] SI [ ] NO

A los efectos del Código Político y Administrativo, Art. 177, ¿es la persona contratada o alguno de los participantes mencionados en la parte número 1 (DESCRIPCION DE LOS SERVICIOS CONTRATADOS), empleado del Gobierno Estatal, sus departamentos, agencias, dependencias, instrumentalidades, corporaciones públicas o de los municipios?
Si la contestación a la pregunta (A) es SI, deberá incluirse una autorización previa, acreditativa de que los servicios se prestarán fuera del horario regular de trabajo, suscrita por el jefe ejecutivo a que se refiere la Ley Número 100 del 27 de junio de 1956, o en su caso, por el Rector del Colegio Tecnológico de la Comunidad del Municipio de San Juan, a que se refiere la Ley Número 18, del 8 de octubre de 1980.

BEST COPY AVAILABLE

TERMINOS Y CONDICIONES

PRIMERO: Una vez acordado este CONTRATO DE SERVICIOS PROFESIONALES, no se podrán efectuar alteraciones respecto a su programación, fecha, horario, lugar o número de participantes, sin previo acuerdo escrito entre las partes contratantes.

SEGUNDO: Los servicios contratados podrán ser cancelados por cualquiera de las partes, siempre que dicha intención sea notificada a la otra parte, mediante una comunicación escrita, con no menos de cinco (5) días laborables de antelación a la fecha acordada en este Contrato, quedando por tanto este Contrato resuelto y sin efecto legal alguno.

TERCERO: Los servicios contratados podrán ser suspendidos sin previo aviso, solamente en el caso de que una fuerza mayor u otra circunstancia fuera del dominio o control de las partes impida el fiel cumplimiento de los mismos, en cuyo caso la ADMINISTRACION decidirá si señalar una fecha posterior para el cumplimiento del Contrato, mediante un acuerdo escrito entre las partes, o dejar este Contrato resuelto y sin efecto legal alguno.

CUARTO: El ACTUANTE, queda obligado a presentarse a la hora, día y lugar acordado. En caso de cancelación o suspensión de los servicios contratados por razones otras que las contempladas en los apartados SEGUNDO y TERCERO de este documento y las cuales fuesen imputables al ACTUANTE, la ADMINISTRACION puede considerar resuelto el Contrato, siendo responsable el ACTUANTE por los daños y perjuicios sufridos por la ADMINISTRACION.

QUINTO: El ACTUANTE sufragará sus propios gastos de transportación, comida y hospedaje al rendir sus servicios bajo este Contrato, excepto que las partes acuerden lo contrario y así lo indiquen en la parte número 2 de este documento CONDICIONES ADICIONALES DEL CONTRATO.

SEXTO: Este Contrato no contraviene las disposiciones de la Ley Número 12 del 24 de julio de 1985.

SEPTIMO: Ambas partes reconocen que no existirá discrimen por razones de edad, sexo, raza, color, nacimiento, origen o condición social, impedimento físico o mental, creencias políticas o religiosas o status de veterano, en las prácticas de empleo, contratación y sub-contratación con la Administración de Colegios Regionales de la Universidad de Puerto Rico, a tenor con la legislación Estatal y Federal vigente.

OCTAVO: Ambas partes reconocen que este Contrato se rige por toda la legislación Estatal y Federal vigente, aplicable al caso.

Habiendo leído lo arriba expuesto y estando conforme con la totalidad de su contenido, las partes firman este Contrato que se regirá e interpretará de acuerdo con las Leyes del Estado Libre Asociado de Puerto Rico.

En la ciudad de San Juan de Puerto Rico, el día 18 del mes de Sept del año de 1990.

ACTUANTE
Persona contratada o representante

ADMINISTRACION DE COLEGIOS REGIONALES
UNIVERSIDAD DE PUERTO RICO

Recomendado por: Director y Decano o Decana de Asuntos Estudiantiles

REVISADO POR:

FECHA:

CUENTA A AFECTARSE: 534 001-00216918 30

ADM. COLEGIOS REGIONALES OFICINA DE PRESUPUESTO RECIBIDO
90 SEP 17 AM 11:54

ADM. COLEGIOS REGIONALES OFICINA DE PRESUPUESTO RECIBIDO
90 AUG 15 PM 12:03

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
OFICINA DE PRESUPUESTO

AUTORIZACION PARA LA CONTRATACION DE PERSONAL Y/O SERVICIOS CON CARGO AL FONDO GENERAL, FONDO DE MEJORAS PERMANENTES O FONDOS PARA PROYECTOS ESPECIALES 1/

Tipo de contrato:

____ Actividades Sociales y Cult.	____ Mantenimiento Equipo
____ Arrendamiento	____ Cafeteria (Contrato)
XX Mejoramiento Profesional	____ Mejoras Permanentes
____ Actividades Atléticas	____ Contrato de Servicios Completo
____ Mantenimiento Aire Acond.	____ Contrato de Servicios Parcial
____ Compensación Adicional	____ Otros: _____

Colegio o Unidad que origina el contrato: _____

Entidad o compañía(s) contratada (s) Lucy Cohen

Servicios a contratarse Ofrecer el curso CE 106 del "Library Management Institute" de Título II.

Periodo de efectividad: 5 de octubre de 1990

Costo: $400.00

Solicitado por

Recomendado por

Certifico que la cuenta indicada dispone de fondos para cubrir la acción propuesta.

Contador

5340013210-00216-94-03.0 91-022
Núm. Cuenta y Fondo

Vo. Bo. Director Decano o Decano ACR o su Rep. Autorizado

Verificado por: _____ Fecha: SEP 18 1990
Oficina de Presupuesto ACR

1/ Documento a utilizarse en todos aquellos casos que no se incluya la ACR-1

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
DECANATO DE ASUNTOS ESTUDIANTILES
OFICINA DE ACTIVIDADES EXTRACURRICULARES Patria

COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE Fecha 20 sept. 90

Oficina Asuntos Legales
Administración Colegios Regionales
Universidad de Puerto Rico

CONTRATO DE SERVICIOS PROFESIONALES

De una parte: La Administración de Colegios Regionales de la Universidad de Puerto Rico, de ahora en adelante denominada ADMINISTRACION, representada por su Rectora Prof. Ivette Ramos Buonomo, mayor de edad, soltera, y vecina de Río Piedras, Puerto Rico.

DE LA OTRA PARTE: Lucy Cohen,
de ahora en adelante denominada ACTUANTE, representada por

(si aplica) _____

39 (edad legal), casada (estado civil), bibliotecaria (profesión u ocupación) y residente en

4330 Crestline Dr., Ann Arbor, MI 48109 (zip code)
(Dirección residencial)

Ambos comparecientes a este Contrato, con el carácter y representación que respectivamente ostentan, acuerdan:

1. DESCRIPCION DE LOS SERVICIOS CONTRATADOS

Naturaleza del servicio: Ofrecer el curso CE 106 como parte de las actividades de la propuesta de Título II, Library Management Institute

Fecha	:	5 de octubre de 1990
Hora de comienzo	:	9:00 a.m.
Periodo de vigencia	:	1 día
Lugar	:	Sala de Conferencias, Biblioteca, CUTPO
Número de participantes	:	30 personas

2. CONDICIONES ADICIONALES El Colegio pagará los gastos de viaje y alojamiento

3. NOMBRE DE CUENTA A CARGARSE	4. NUMERO DE CUENTA	5. CANTIDAD
Título II	534001	$400.00

6. FORMA DE PAGO global al terminar la actividad

7. DIRECCION DEL ACTUANTE

Residencial:	Postal:
4330 Crestline Dr. Ann Arbor, MI 48109	La misma

8. NUMERO SEGURO SOCIAL Y/O PATRONAL

Actuante: 340 44 5255

Representante: _____

9. TELEFONOS (313) 426-5723 (313) 764-2546

10. AUTORIZACIONES ESPECIALES SI [ ] NO [X]

(A) A los efectos del Código Político y Administrativo, Art. 177, ¿es la persona contratada o alguno de los participantes mencionados en la parte número 1 (DESCRIPCION DE LOS SERVICIOS CONTRATADOS), empleado del Gobierno Estatal, sus departamentos, agencias, dependencias, instrumentalidades, corporaciones públicas o de los municipios?

(D) Si la contestación a la pregunta (A) es SI, deberá incluirse una autorización previa, acreditativa de que los servicios se prestarán fuera del horario regular de trabajo, suscrita por el jefe ejecutivo a que se refiere la Ley Número 100 del 27 de junio de 1956, o en su caso, por el Rector del Colegio Tecnológico de la Comunidad del Municipio de San Juan, al que se refiere la Ley Número 18, del 8 de octubre de 1980.

TERMINOS Y CONDICIONES

PRIMERO: Una vez acordado este CONTRATO DE SERVICIOS PROFESIONALES, no se podrán efectuar alteraciones respecto a su programación, fecha, horario, lugar o número de participantes, sin previo acuerdo escrito entre las partes contratantes.

SEGUNDO: Los servicios contratados podrán ser cancelados por cualquiera de las partes, siempre que dicha intención sea notificada a la otra parte mediante una comunicación escrita, con no menos de cinco (5) días laborables de antelación a la fecha acordada en este Contrato, quedando por tanto este Contrato resuelto y sin efecto legal alguno.

TERCERO: Los servicios contratados podrán ser suspendidos sin previo aviso, solamente en el caso de que una fuerza mayor u otra circunstancia fuera del dominio o control de las partes impida el fiel cumplimiento de los mismos, en cuyo caso la ADMINISTRACION decidirá si señalar una fecha posterior para el cumplimiento del Contrato, mediante un acuerdo escrito entre las partes, o dejar este Contrato resuelto y sin efecto legal alguno.

CUARTO: El ACTUANTE, queda obligado a presentarse a la hora, día y lugar acordado. En caso de cancelación o suspensión de los servicios contratados por razones otras que las contempladas en los apartados SEGUNDO y TERCERO de este documento y las cuales fuesen imputables al ACTUANTE, la ADMINISTRACION puede considerar resuelto el Contrato, siendo responsable el ACTUANTE por los daños y perjuicios sufridos por la ADMINISTRACION.

QUINTO: El ACTUANTE sufragará sus propios gastos de transportación, comida y hospedaje al rendir sus servicios bajo este Contrato, excepto que las partes acuerden lo contrario y así lo indiquen en la parte número 2 de este documento CONDICIONES ADICIONALES DEL CONTRATO.

SEXTO: Este Contrato no contraviene las disposiciones de la Ley Número 12 del 24 de julio de 1985.

SEPTIMO: Ambas partes reconocen que no existirá discrimen por razones de edad, sexo, raza, color, nacimiento, origen o condición social, impedimento físico o mental, creencias políticas o religiosas o status de veterano, en las prácticas de empleo, contratación y sub-contratación con la Administración de Colegios Regionales de la Universidad de Puerto Rico, a tenor con la legislación Estatal y Federal vigente.

OCTAVO: Ambas partes reconocen que este Contrato se rige por toda la legislación Estatal y Federal vigente, aplicable al caso.

Habiendo leído lo arriba expuesto y estando conforme con la totalidad de su contenido, las partes firman este Contrato que se regirá e interpretará de acuerdo con las Leyes del Estado Libre Asociado de Puerto Rico.

En la ciudad de San Juan de Puerto Rico, el día 24 del mes de Sept del año de 1991.

Universidad De P. R. Contralor Recibido SEP 24 1991 Num. Registro 534001 De Colegios Regionales

ACTUANTE

Persona contratada o representante autorizado

ADMINISTRACION

UNIVERSIDAD DE PUERTO RICO
Rectora
ADMINISTRACION DE COLEGIOS REGIONALES

Recomendado por: Director y Decano o Decano de Asuntos Estudiantiles

CONTRATO NUM. 91-92

REVISADO POR:

FECHA 24 Septiembre 1990

PATRONO CON IGUAL OPORTUNIDAD DE EMPLEO

ACREDITARSE: 534001

RECIBIDO

91 JAN 18 AM 10:15

ADM. COLEGIOS REGIONALES
ASUNTOS LEGALES
UNIVERSIDAD DE P.R.

91 JAN 15 PM 4:10

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
OFICINA DE PRESUPUESTO

AUTORIZACION PARA LA CONTRATACION DE PERSONAL Y/O SERVICIOS CON CARGO AL FONDO GENERAL, FONDO DE MEJORAS PERMANENTES O FONDOS PARA PROYECTOS ESPECIALES 1/

Tipo de contrato:

____ Actividades Sociales y Cult.	____ Mantenimiento Equipo
____ Arrendamiento	____ Cafeteria (Contrato)
__xx__ Mejoramiento Profesional	____ Mejoras Permanentes
____ Actividades Atléticas	____ Contrato de Servicios Completo
____ Mantenimiento Aire Acond.	____ Contrato de Servicios Parcial
____ Compensación Adicional	____ Otros: _____

Colegio o Unidad que origina el contrato: PONCE

Entidad o compañia(s) contratada (s) Pat Weaver-Meyers

Servicios a contratarse Ofrecer el curso "Accommodating Change through Staff Development" como parte de la propuesta de Título II

Periodo de efectividad: 25 de enero de 1991

Costo: $300.00

Solicitado por

Recomendado por

Certifico que la cuenta indicada dispone de fondos para cubrir la acción propuesta.

Contador

5340013210/(00216.94.03.0)
Núm. Cuenta y Fondo

Vo. Bo. Director Decano o Decano ACR o su Rep. Autorizado

Verificado por Oficina de Presupuesto ACR

Fecha: 18/1/90

19-2-91.

1/ Documento a utilizarse en todos aquellos casos que no se incluya la ACR-1

91-081

DEC 1 1 1990

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
DECANATO DE ASUNTOS ESTUDIANTILES
OFICINA DE ACTIVIDADES EXTRACURRICULARES

RECIBIDO
91 JAN 18 AM 10 15
COLEGIOS REGIONALES
ASUNTOS LEGALES
UNIVERSIDAD DE PR

COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

CONTRATO DE SERVICIOS PROFESIONALES

De una parte: La Administración de Colegios Regionales de la Universidad de Puerto Rico, de ahora en adelante denominada ADMINISTRACION, representada por su Rectora Prof. Ivette Ramos Buonomo, mayor de edad, soltera, y vecina de Río Piedras, Puerto Rico.

DE LA OTRA PARTE: Pat Weaver-Meyers,
de ahora en adelante denominada ACTUANTE, representada por

(si aplica) n/a

37 (edad legal), casada (estado civil), bibliotecaria (profesión u ocupación) y residente en

Rt.1, Box 227, Lexington, Oklahoma 73051 (zip code)
(Dirección residencial)

Ambos comparecientes a este Contrato, con el carácter y representación que respectivamente ostentan, acuerdan:

1. DESCRIPCION DE LOS SERVICIOS CONTRATADOS

Naturaleza del servicio: Ofrecer el curso "Accommodating Change through Staff Development" como parte de las actividades del Library Management Institute de la Propuesta de Título II.
Fecha : 25 de enero de 1991
Hora de comienzo : 9:00 a.m.
Periodo de vigencia : 1 día
Lugar : Sala de Conferencias, Biblioteca, CUTPO
Número de participantes: 30 personas

2. CONDICIONES ADICIONALES

El Colegio pagará los gastos de viaje y alojamiento de la cuenta 534001

3. NOMBRE DE CUENTA A CARGARSE	4. NUMERO DE CUENTA	5. CANTIDAD
TITULO II	534001 (00.216.94.03.0)	~~$400.00~~ $500.

6. FORMA DE PAGO

Global al terminar la actividad

7. DIRECCION DEL ACTUANTE

Residencial: Postal:
Rt.1, Box 227
Lexington, Oklahoma 73051

8. NUMERO SEGURO SOCIAL Y/O PATRONAL

Actuante:
445-56-3625

Representante:
n/a

9. TELEFONOS
(405) 527-7134

10. AUTORIZACIONES ESPECIALES — SI | x | NO

(A) A los efectos del Código Político y Administrativo, Art. 177, ¿es la persona contratada o alguno de los participantes mencionados en la parte número 1 (DESCRIPCION DE LOS SERVICIOS CONTRATADOS), empleado del Gobierno Estatal, sus departamentos, agencias, dependencias, instrumentalidades, corporaciones públicas o de los municipios?

(B) Si la contestación a la pregunta (A) es SI, deberá incluirse una autorización previa, acreditativa de que los servicios se prestarán fuera del horario regular de trabajo, suscrita por el jefe ejecutivo a que se refiere la Ley Número 100 del 27 de junio de 1956, o en su caso, por el Rector del Colegio Tecnológico de la Comunidad del Municipio de San Juan, al que se refiere la Ley Número 18, del 8 de octubre de 1980.

BEST COPY AVAILABLE

TERMINOS Y CONDICIONES

PRIMERO: Una vez acordado este CONTRATO DE SERVICIOS PROFESIONALES, no se podrán efectuar alteraciones respecto a su programación, fecha, horario, lugar o número de participantes, sin previo acuerdo escrito entre las partes contratantes.

SEGUNDO: Los servicios contratados podrán ser cancelados por cualquiera de las partes, siempre que dicha intención sea notificada a la otra parte, mediante una comunicación escrita, con no menos de cinco (5) días laborables de antelación a la fecha acordada en este Contrato, quedando por tanto este Contrato resuelto y sin efecto legal alguno.

TERCERO: Los servicios contratados podrán ser suspendidos sin previo aviso, solamente en el caso de que una fuerza mayor u otra circunstancia fuera del dominio o control de las partes impida el fiel cumplimiento de los mismos, en cuyo caso la ADMINISTRACION decidirá si señalar una fecha posterior para el cumplimiento del Contrato, mediante un acuerdo escrito entre las partes, o dejar este Contrato resuelto y sin efecto legal alguno.

CUARTO: El ACTUANTE, queda obligado a presentarse a la hora, día y lugar acordado. En caso de cancelación o suspensión de los servicios contratados por razones otras que las contempladas en los apartados SEGUNDO y TERCERO de este documento y las cuales fuesen imputables al ACTUANTE, la ADMINISTRACION puede considerar resuelto el Contrato, siendo responsable el ACTUANTE por los daños y perjuicios sufridos por la ADMINISTRACION.

QUINTO: El ACTUANTE sufragará sus propios gastos de transportación, comida y hospedaje al rendir sus servicios bajo este Contrato, excepto que las partes acuerden lo contrario y así lo indiquen en la parte número 2 de este documento CONDICIONES ADICIONALES DEL CONTRATO.

SEXTO: Este Contrato no contraviene las disposiciones de la Ley Número 12 del 24 de julio de 1985.

SEPTIMO: Ambas partes reconocen que no existirá discrimen por razones de edad, sexo, raza, color, nacimiento, origen o condición social, impedimento físico o mental, creencias políticas o religiosas o status de veterano, en las prácticas de empleo, contratación y sub-contratación con la Administración de Colegios Regionales de la Universidad de Puerto Rico, a tenor con la legislación Estatal y Federal vigente.

OCTAVO: Ambas partes reconocen que este Contrato se rige por toda la legislación Estatal y Federal vigente, aplicable al caso.

Habiendo leído lo arriba expuesto y estando conforme con la totalidad de su contenido, las partes firman este Contrato que se regirá e interpretará de acuerdo con las Leyes del Estado Libre Asociado de Puerto Rico.

En la ciudad de San Juan de Puerto Rico, el día 24 del mes de Enero del año de 1991.

X _____
ACTUANTE

Por Entidad Contratada o representante

ADMINISTRACION
Prof. Ivette Ramos Buonomo
UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES

Recomendado por: Director y Decano o Decanato de Asuntos Estudiantiles

CONTRATO NUM: 91-1684

REVISADO POR: _____

FECHA: 24 enero 1991

Universidad de P.R.
JAN 24 1991
Contrato Registrado
91-1683

OPORTUNIDAD DE EMPLEO

RECIBIDO
91 JAN 18 AM 10:35
ADM. COLEGIOS REGIONALES
ASUNTOS LEGALES
UNIVERSIDAD DE P.R.

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
OFICINA DE PRESUPUESTO

AUTORIZACION PARA LA CONTRATACION DE PERSONAL Y/O SERVICIOS CON CARGO AL FONDO GENERAL, FONDO DE MEJORAS PERMANENTES O FONDOS PARA PROYECTOS ESPECIALES 1/

Tipo de contrato:

____ Actividades Sociales y Cult.	____ Mantenimiento Equipo
____ Arrendamiento	____ Cafeteria (Contrato)
__XX__ Mejoramiento Profesional	____ Mejoras Permanentes
____ Actividades Atléticas	____ Contrato de Servicios Completo
____ Mantenimiento Aire Acond.	____ Contrato de Servicios Parcial
____ Compensación Adicional	____ Otros: _____

Colegio o Unidad que origina el contrato: PONCE

Entidad o compañía(s) contratada (s) John Cochenour

Servicios a contratarse Ofrecer el curso "Accomodating Change through Staff Development" como parte de la propuesta de Título II

Periodo de efectividad: 25 de enero de 1991

Costo: $300.00

Jay J. Flores
Solicitado por

Pedro E. Lebrón
Recomendado por

Certifico que la cuenta indicada dispone de fondos para cubrir la acción propuesta.

C. Hernández
Contador

534001 (00216.94.03.0)
Núm. Cuenta y Fondo

Pedro E. Lebrón
Vo. Bo. Director Decano o Decano ACR o su Rep. Autorizado

Verificado por: Alicia M. Ramírez
Oficina de Presupuesto ACR

Fecha: 18/1/90

1/ Documento a utilizarse en todos aquellos casos que no se incluya la ACR-1

91-082

DEC 1 1 1990

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
DECANATO DE ASUNTOS ESTUDIANTILES
OFICINA DE ACTIVIDADES EXTRACURRICULARES

RECIBIDO
91 JAN 18 AM 10 15
ADM. COLEGIOS REGIONALES
ASUNTOS LEGALES
UNIVERSIDAD DE P.R.

COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

CONTRATO DE SERVICIOS PROFESIONALES

De una parte: La Administración de Colegios Regionales de la Universidad de Puerto Rico, de ahora en adelante denominada ADMINISTRACION, representada por su Rectora Prof. Ivette Ramos Buonomo, mayor de edad, soltera, y vecina de Río Piedras, Puerto Rico.

DE LA OTRA PARTE: John Cochenour, de ahora en adelante denominada ACTUANTE, representada por

(si aplica) n/a

46 (edad legal), casado (estado civil), bibliotecario (profesión u ocupación) y residente en

804 Morningside Drive, Norman, Oklahoma 73071 (Dirección residencial) (zip code).

Ambos comparecientes a este Contrato, con el carácter y representación que respectivamente ostentan, acuerdan:

1. DESCRIPCION DE LOS SERVICIOS CONTRATADOS

Naturaleza del servicio: Ofrecer el curso "Accommodating Change through Staff Development" como parte de las actividades del Library Management Institute de la Propuesta de Título II.

Fecha	:	25 de enero de 1991
Hora de comienzo	:	9:00 a.m.
Periodo de vigencia	:	1 día
Lugar	:	Sala de Conferencias, Biblioteca, CUTPO
Número de participantes	:	30 personas

2. CONDICIONES ADICIONALES

El Colegio pagará los gastos de viaje y alojamiento de la cuenta 534001

3. NOMBRE DE CUENTA A CARGARSE	4. NUMERO DE CUENTA	5. CANTIDAD
Título II	534001 (00.216.94.03.0)	~~$400.00~~ $300.

6. FORMA DE PAGO

Global al terminar la actividad.

7. DIRECCION DEL ACTUANTE		8. NUMERO SEGURO SOCIAL Y/O PATRONAL
Residencial:	Postal:	Actuante:
804 Morningside Dr. Norman, Oklahoma 73071	La misma	514-42-1101
		Representante:
		n/a

9. TELEFONOS

(405) 325-1918

10. AUTORIZACIONES ESPECIALES

	SI	X	NO
(A) A los efectos del Código Político y Administrativo, Art. 177, ¿es la persona contratada o alguno de los participantes mencionados en la parte número 1 (DESCRIPCION DE LOS SERVICIOS CONTRATADOS), empleado del Gobierno Estatal, sus departamentos, agencias, dependencias, instrumentalidades, corporaciones públicas o de los municipios?			X
(B) Si la contestación a la pregunta (A) es SI, deberá incluirse una autorización previa, acreditativa de que los servicios se prestarán fuera del horario regular de trabajo, suscrita por el jefe ejecutivo a que se refiere la Ley Número 100 del 27 de junio de 1956, o en su caso, por el Rector del Colegio Tecnológico de la Comunidad del Municipio de San Juan, al que se refiere la Ley Número 18, del 8 de octubre de 1980.			

TERMINOS Y CONDICIONES

PRIMERO: Una vez acordado este CONTRATO DE SERVICIOS PROFESIONALES no se podrán efectuar alteraciones respecto a su programación, fecha, horario, lugar o número de participantes, sin previo acuerdo escrito entre las partes contratantes.

SEGUNDO: Los servicios contratados podrán ser cancelados por cualquiera de las partes, siempre que dicha intención sea notificada a la otra parte, mediante una comunicación escrita, con no menos de cinco (5) días laborables de antelación a la fecha acordada en este Contrato, quedando por tanto este Contrato resuelto y sin efecto legal alguno.

TERCERO: Los servicios contratados podrán ser suspendidos sin previo aviso, solamente en el caso de que una fuerza mayor u otra circunstancia fuera del dominio o control de las partes impida el fiel cumplimiento de los mismos, en cuyo caso la ADMINISTRACION decidirá si señalar una fecha posterior para el cumplimiento del Contrato, mediante un acuerdo escrito entre las partes, o dejar este Contrato resuelto y sin efecto legal alguno.

CUARTO: El ACTUANTE, queda obligado a presentarse a la hora, día y lugar acordado. En caso de cancelación o suspensión de los servicios contratados por razones otras que las contempladas en los apartados SEGUNDO y TERCERO de este documento y las cuales fuesen imputables al ACTUANTE, la ADMINISTRACION puede considerar resuelto el Contrato, siendo responsable el ACTUANTE por los daños y perjuicios sufridos por la ADMINISTRACION.

QUINTO: El ACTUANTE sufragará sus propios gastos de transportación, comida y hospedaje al rendir sus servicios bajo este Contrato, excepto que las partes acuerden lo contrario y así lo indiquen en la parte número 2 de este documento CONDICIONES ADICIONALES DEL CONTRATO.

SEXTO: Este Contrato no contraviene las disposiciones de la Ley Número 12 del 24 de julio de 1985.

SEPTIMO: Ambas partes reconocen que no existirá discrimen por razones de edad, sexo, raza, color, nacimiento, origen o condición social, impedimento físico o mental, creencias políticas o religiosas o status de veterano, en las prácticas de empleo, contratación y sub-contratación con la Administración de Colegios Regionales de la Universidad de Puerto Rico, a tenor con la legislación Estatal y Federal vigente.

OCTAVO: Ambas partes reconocen que este Contrato se rige por toda la legislación Estatal y Federal vigente, aplicable al caso.

Habiendo leído lo arriba expuesto y estando conforme con la totalidad de su contenido, las partes firman este Contrato que se regirá e interpretará de acuerdo con las Leyes del Estado Libre Asociado de Puerto Rico.

En la ciudad de San Juan de Puerto Rico, el día 27 del mes de marzo del año de 1991.

X _____
ACTUANTE
Persona contratada o representante

_____
ADMINISTRACION
Prof. Ivette Ramos Buonomo
Rectora
UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES

Recomendado por:
Director y Decano o Decana de Asuntos Estudiantiles

CONTRATO NUM.: 91-1695
FIRMADO POR:
FECHA: 24 marzo 1991

PATRONO CON IGUAL OPORTUNIDAD DE EMPLEO
CUENTA A ACREDITARSE: 534001 f00.214.94.03.

Universidad De P. R. Adm. De Colegios Regionales
Contrato Número Interno
JAN 24 1991
91-1694

RECIBIDO

ADM. COLEGIOS REGIONALES
OFICINA DE PRESUPUESTO
RECIBIDO

90 DEC 13 AM 10:24
ADM. COLEGIOS REGIONALES
ASUNTOS LEGALES
UNIVERSIDAD DE P.R.

93 DEC 12 AM 9:43

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
OFICINA DE PRESUPUESTO

AUTORIZACION PARA LA CONTRATACION DE PERSONAL Y/O SERVICIOS CON CARGO AL FONDO GENERAL, FONDO DE MEJORAS PERMANENTES O FONDOS PARA PROYECTOS ESPECIALES 1/

Tipo de contrato:

____	Actividades Sociales y Cult.	____	Mantenimiento Equipo
____	Arrendamiento	____	Cafeteria (Contrato)
___X	Mejoramiento Profesional	____	Mejoras Permanentes
____	Actividades Atléticas	____	Contrato de Servicios Completo
____	Mantenimiento Aire Acond.	____	Contrato de Servicios Parcial
____	Compensación Adicional	____	Otros:_____

Colegio o Unidad que origina el contrato: PONCE

Entidad o compañía(s) contratada (s) Maureen Sullivan

Servicios a contratarse Ofrecer el curso CE 118 del "Library Management Institute" de Título II

Periodo de efectividad: 4 de febrero de 1991

Costo: $400.00

Jay S. Flores
Solicitado por

Recomendado por

Certifico que la cuenta indicada dispone de fondos para cubrir la acción propuesta.

Contador

5340013210 (00216.94.03.0)
Núm. Cuenta y Fondo

Vo. Bo. Director Decano o Decano ACR o su Rep. Autorizado

Verificado por: Elsie M. Ramos
Oficina de Presupuesto ACR

Fecha: 13/12/90

1/ Documento a utilizarse en todos aquellos casos que no se incluya la ACR-1

91-080

DEC 11 1990

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
DECANATO DE ASUNTOS ESTUDIANTILES
OFICINA DE ACTIVIDADES EXTRACURRICULARES

RECIBIDO
90 DEC 13 AM 10:24
ADM. COLEGIOS REGIONALES
ASUNTOS LEGALES
UNIVERSIDAD DE P.R.

COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

CONTRATO DE SERVICIOS PROFESIONALES

De una parte: La Administración de Colegios Regionales de la Universidad de Puerto Rico, de ahora en adelante denominada ADMINISTRACION, representada por su Rectora Prof. Ivette Ramos Buonomo, mayor de edad, soltera, y vecina de Río Piedras, Puerto Rico.

DE LA OTRA PARTE: Maureen Sullivan,
de ahora en adelante denominada ACTUANTE, representada por

(si aplica) n/a

41, casada, bibliotecaria y residente en
(edad legal) (estado civil) (profesión u ocupación)

34 Autumn St., New Haven CT 06511, (zip code)
(Dirección residencial)

Ambos comparecientes a este Contrato, con el carácter y representación que respectivamente ostentan, acuerdan:

1. DESCRIPCION DE LOS SERVICIOS CONTRATADOS

Naturaleza del servicio: Ofrecer el curso CE 118 (Improving Organizational Communication) como parte de las actividades del Library Management Institute de la Propuesta de TITULO II.
Fecha: 4 de febrero de 1991
Hora de comienzo: 9:00 a.m.
Periodo de vigencia: 1 día
Lugar: Sala de Conferencias, Biblioteca, CUTPO
Número de participantes: 30 personas

2. CONDICIONES ADICIONALES

El Colegio pagará los gastos de viaje y alojamiento de la cuenta 534001

3. NOMBRE DE CUENTA A CARGARSE	4. NUMERO DE CUENTA	5. CANTIDAD
Tftulo II	543001(00.216.94.03.0)	$400.00

6. FORMA DE PAGO

Global al terminar la actividad

7. DIRECCION DEL ACTUANTE

Residencial: 34 Autumn St., New Haven, CT 06511
Postal: la misma

8. NUMERO SEGURO SOCIAL Y/O PATRONAL

Actuante: 045 42 9155
Representante: n/a

9. TELEFONOS

(203) 77603808; (203) 432-7179

10. AUTORIZACIONES ESPECIALES

	SI	NO
(A) A los efectos del Código Político y Administrativo, Art. 177, ¿es la persona contratada o alguno de los partigipantes mencionados en la parte número 1 (DESCRIPCION DE LOS SERVICIOS CONTRATADOS), empleado del Gobierno Estatal, sus departamentos, agencias, dependencias, instrumentalidades, corporaciones públicas o de los municipios?		X
(B) Si la contestación a la pregunta (A) es SI, deberá incluirse una autorización previa, acreditativa de que los servicios se prestarán fuera del horario regular de trabajo, suscrita por el jefe ejecutivo a que se refiere la Ley Número 100 del 27 de junio de 1956, o en su caso, por el Rector del Colegio Tecnológico de la Comunidad del Municipio de San Juan, al que se refiere la Ley Número 18, del 8 de octubre de 1980.		

BEST COPY AVAILABLE

TERMINOS Y CONDICIONES

PRIMERO: Una vez acordado este CONTRATO DE SERVICIOS PROFESIONALES, no se podrán efectuar alteraciones respecto a su programación, fecha, horario, lugar o número de participantes, sin previo acuerdo escrito entre las partes contratantes.

SEGUNDO: Los servicios contratados podrán ser cancelados por cualquiera de las partes, siempre que dicha intención sea notificada a la otra parte, mediante una comunicación escrita, con no menos de cinco (5) días laborables de antelación a la fecha acordada en este Contrato, quedando por tanto este Contrato resuelto y sin efecto legal alguno.

TERCERO: Los servicios contratados podrán ser suspendidos sin previo aviso, solamente en el caso de que una fuerza mayor u otra circunstancia fuera del dominio o control de las partes impida el fiel cumplimiento de los mismos, en cuyo caso la ADMINISTRACION decidirá al señalar una fecha posterior para el cumplimiento del Contrato, mediante un acuerdo escrito entre las partes, o dejar este Contrato resuelto y sin efecto legal alguno.

CUARTO: El ACTUANTE, queda obligado a presentarse a la hora, día y lugar acordado. En caso de cancelación o suspensión de los servicios contratados por razones otras que las contempladas en los apartados SEGUNDO y TERCERO de este documento y las cuales fuesen imputables al ACTUANTE, la ADMINISTRACION puede considerar resuelto el Contrato, siendo responsable el ACTUANTE por los daños y perjuicios sufridos por la ADMINISTRACION.

QUINTO: El ACTUANTE sufragará sus propios gastos de transportación, comida y hospedaje al rendir sus servicios bajo este Contrato, excepto que las partes acuerden lo contrario y así lo indiquen en la parte número 2 de este documento CONDICIONES ADICIONALES DEL CONTRATO.

SEXTO: Este Contrato no contraviene las disposiciones de la Ley Número 12 del 24 de julio de 1985.

SEPTIMO: Ambas partes reconocen que no existirá discrimen por razones de edad, sexo, raza, color, nacimiento, origen o condición social, impedimento físico o mental, creencias políticas o religiosas o status de veterano, en las prácticas de empleo, contratación y sub-contratación con la Administración de Colegios Regionales de la Universidad de Puerto Rico, a tenor con la legislación Estatal y Federal vigente.

OCTAVO: Ambas partes reconocen que este Contrato se rige por toda la legislación Estatal y Federal vigente, aplicable al caso.

Habiendo leído lo arriba expuesto y estando conforme con la totalidad de su contenido, las partes firman este Contrato que se regirá e interpretará de acuerdo con las Leyes del Estado Libre Asociado de Puerto Rico.

En la ciudad de San Juan de Puerto Rico, el día ____ del mes de DEC 13 1990 del año de ____.

Recomendado por:

ACTUANTE

Persona contratada o representante

ADMINISTRACION

Ivette Ramos Buonomo
Rectora

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES

Recomendado por:

Director y Decano de Asuntos Estudiantiles
Rectora

CONTRATO NUM.:

REVISADO POR:

FECHA: 12 de Dic de 1990

PATRONO CONJUNTO-OPORTUNIDAD DE EMPLEO

AA-316-04-83-12

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
OFICINA DE PRESUPUESTO

AUTORIZACION PARA LA CONTRATACION DE PERSONAL Y/O SERVICIOS CON CARGO AL FONDO GENERAL, FONDO DE MEJORAS PERMANENTES O FONDOS PARA PROYECTOS ESPECIALES 1/

Tipo de contrato:

____ Actividades Sociales y Cult.	____ Mantenimiento Equipo
____ Arrendamiento	____ Cafeteria (Contrato)
xxxxx Mejoramiento Profesional	____ Mejoras Permanentes
____ Actividades Atléticas	____ Contrato de Servicios Completo
____ Mantenimiento Aire Acond.	____ Contrato de Servicios Parcial
____ Compensación Adicional	____ Otros: _____

Colegio o Unidad que origina el contrato: PONCE

Entidad o compañía(s) contratada (s) Association of College and Research Libraries, American Library Association

Servicios a contratarse Siete cursos de educación continuada, incluyendo 210 silabarios, cerificados de participación, evaluaciones y asesoría

Periodo de efectividad: Agosto-diciembre de 1990

Costo: $2,555.00

Solicitado por

Recomendado por

Certifico que la cuenta indicada dispone de fondos para cubrir la acción propuesta.

Contador

5340013220 (00216.94.03.0)
Núm. Cuenta y Fondo

Vo. Bo. Director Decano o Decano ACR o su Rep. Autorizado

Verificado por: _____ Fecha: SEP 4 - 1990
Oficina de Presupuesto ACR

1/ Documento a utilizarse en todos aquellos casos que no se incluya la ACR-1

LETTER OF AGREEMENT

In order to comply with the proposal submitted by the Ponce Technological University College, Administration of Regional Colleges of the University of Puerto Rico, to the United States Department of Education, Office of Educational Research and Improvement, allowing The American Library Association to present the following CE courses:

CE 101 - Librarians as Supervisors

CE 112 - Improving Job Performance Strategies for Supervisors

CE 116 - Understanding Conflict in the Library

CE 107 - Managing Student Workers in Academic Libraries

CE 105 - Time Management and Conducting Effective Meetings

CE 106 - Performance Evaluation

CE 118 - Improving Organizational Communications

Thirty (30) syllabi will be supplied for each course for the total amount of $1,890.00 for seven (7) courses.

The ACRL fees amount to $95.00 for each of seven courses for a total of $665.00. In return for these fees ACRL will provide evaluations forms and one copy of compiled evaluations.

The ACRL will also provide certificates of completion, CEU recording, free review syllabi, course descriptions and advisory service.

The Administration of Regional Colleges will pay the instructors' fees and travel expenses.

This agreement does not violate Act No. 12, approved on July 24, 1985, known as Ethics in Government Act of the Commonwealth of Puerto Rico.

Both Parties acknowledge that there will be no discrimination on the basis of age, sex, race, color, birth, national origin, social condition, political or religious beliefs, handicap, or for being a handicapped veteran in job related or subcontracting practices, in accordance with [illegible] Federal applicable laws.

This 10th day of September of 1990

Universidad de P.R. Recibido SEP 10 1990 Núm. Romano 91-1351 Z. U. de Colegios Regionales

Ivette Ramos Buonomo
Chancellor
Administration of Regional Colleges

Authorized Signature
ACRL
21 Aug. 1990

Pedro E. Laboy
Dean-Director
Ponce Technological University College

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
Comprobante 91-852
Fecha 7 de septiembre 1990
CUENTA A AFECTARSE 534001322O

RECIBIDO

91 JAN 16 PM 4:10

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
OFICINA DE PRESUPUESTO

91 JAN 18 PM 2:08

OF. COLEGIOS REGIONALES
ASUNTOS LEGALES
UNIVERSIDAD DE P.R.

AUTORIZACION PARA LA CONTRATACION DE PERSONAL Y/O SERVICIOS CON CARGO AL FONDO GENERAL, FONDO DE MEJORAS PERMANENTES O FONDOS PARA PROYECTOS ESPECIALES 1/

Tipo de contrato:

____ Actividades Sociales y Cult.	____ Mantenimiento Equipo
____ Arrendamiento	____ Cafeteria (Contrato)
__xx__ Mejoramiento Profesional	____ Mejoras Permanentes
____ Actividades Atléticas	____ Contrato de Servicios Completo
____ Mantenimiento Aire Acond.	____ Contrato de Servicios Parcial
____ Compensación Adicional	____ Otros: _____

Colegio o Unidad que origina el contrato: PONCE

Entidad o compañia(s) contratada (s) Association of College and Research Libraries, American Library Association

Servicios a contratarse Un curso adicional de educación continuada, incluyendo 30 silabarios, certificados de participación, evaluaciones y asesoría

Periodo de efectividad: enero-febrero de 1991

Costo: $465.00

Solicitado por

Recomendado por

Certifico que la cuenta indicada dispone de fondos para cubrir la acción propuesta.

Contador

5340013220 (00216.94.03.0)
Núm. Cuenta y Fondo

Vo. Bo. Director Decano o Decano ACR o su Rep. Autorizado

Verificado por _____ Fecha: DEC 18 1990 / JAN 18 1991
Oficina de Presupuesto ACR

1/ Documento a utilizarse en todos aquellos casos que no se incluya la ACR-1

Adjunto: Autorización del Curso adicional.

91-093

RECIBIDO

91 JAN 18 PM 2:08

ADM. COLEGIOS REGIONALES
ASUNTOS LEGALES
UNIVERSIDAD DE PR

AMENDMENT TO LETTER OF AGREEMENT

The American Library Association and the Administration of Regional Colleges of the University of Puerto Rico hereby agree to amend their letter of agreement dated September 10, 1990 as detailed below.

In paragraph one, continuing education course "Accommodating Change through Staff Development" will be added to the list of courses to be offered.

In paragraph two regarding the syllabi, the total amount will now be $2,160.00 for eight (8) courses.

In paragraph three, the first sentence should now read as follows: "The ACRL fees amount to $95.00 for each of eight (8) courses for a total of $760.00."

The remaining clauses and conditions remain unchanged.

Signed this 24th day of January of 1991.

Ivette Ramos Buonomo
Chancellor
Administration of Regional Colleges

Authorized Signature
Association of College and Research Libraries

Universidad De P. R.
Contrato Registrado
JAN 24 1991
91-1685
Adm. de Colegios Regionales

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
CONTRATO NUM. 91-1685
REVISADO POR:
FECHA: 24 enero 1991
CUENTA A AFECTARSE: 534/001 00216-94-030

Cuenta: 534.001 = 00216-94-030

90 AUG 30 AM 11:00

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
OFICINA DE PRESUPUESTO

ADM. COLEGIOS REGIONALES
OFICINA DE PRESUPUESTO
RECIBIDO
90 AUG 30 AM 11:07

AUTORIZACION PARA LA CONTRATACION DE PERSONAL Y/O SERVICIOS CON CARGO AL FONDO GENERAL, FONDO DE MEJORAS PERMANENTES O FONDOS PARA PROYECTOS ESPECIALES 1/

Tipo de contrato:

____	Actividades Sociales y Cult.	____	Mantenimiento Equipo
____	Arrendamiento	____	Cafeteria (Contrato)
____	Mejoramiento Profesional	____	Mejoras Permanentes
____	Actividades Atléticas	____	Contrato de Servicios Completo
____	Mantenimiento Aire Acond.	X	Contrato de Servicios Parcial
____	Compensación Adicional	____	Otros: _____

Colegio o Unidad que origina el contrato: Ponce

Entidad o compañia(s) contratada (s) Rensis Likert Associates

Servicios a contratarse Proveer 166 cuestionarios ("Survey of Organizations") y tabular los mismos. Proveer informe. Nota: Se administrarán 2 veces, 83 cada unc

Periodo de efectividad: agosto de 1990-febrero de 1991

Costo: $3,320.00

Jay J Flores
Solicitado por

Recomendado por

Certifico que la cuenta indicada dispone de fondos para cubrir la acción propuesta.

Contador

5340013210 (00216.94.03.0)
Núm. Cuenta y Fondo

Vo. Bo. Director Decano o Decano ACR o su Rep. Autorizado

Verificado por Oficina de Presupuesto ACR

Fecha: 30/08/90

1/ Documento a utilizarse en todos aquellos casos que no se incluya la ACR-1

UNIVERSITY OF PUERTO RICO
REGIONAL COLLEGES ADMINISTRATION
PONCE TECHNOLOGICAL UNIVERSITY COLLEGE

RECIBIDO

90 NOV 30 AM 11:00

ADM. COLEGIOS REGIONALES
ASUNTOS LEGALES
UNIVERSIDAD DE PR

PROFESSIONAL SERVICES CONTRACT

PARTY OF THE FIRST PART: The Regional Colleges Administration of the University of Puerto Rico, represented by its Chancellor, Ivette Ramos-Buonomo, of legal age, single and resident of Río Piedras, Puerto Rico, hereinafter referred to as THE PARTY OF THE FIRST PART.

PARTY OF THE SECOND PART: Rensis Likert Associates, Inc., represented by Colleen C. Logan, Associate, of legal age, resident of Ann Arbor, MI, who is authorized to sign this contract, referred to as THE PARTY OF THE SECOND PART.

Both parties agree:

1. Description of services contracted:

The party of the second part will supply 83 questionnaires in August of 1990 and in January of 1991. THE PARTY OF THE FIRST PART will administer the questionnaires and return them to the PARTY OF THE SECOND PART for processing. Completed questionnaires will then be processed by the party of the second part and the tabulations will be sent to the PARTY OF THE FIRST PART.

2. Name of Account to be Charged: Title II
3. Account Number: 534001
4. Amount: $1,660 for each group of 83 questionnaires, for a total of $3,320.
5. Method of Payment: In each case, fifty percent (50%) of the total will be paid when the questionnaires are ordered from the PARTY OF THE FIRST PART and the remaining fifty percent (50%) will be paid when the questionnaires have been processed and tabulated.
6. Address of the PARTY OF THE SECOND PART: Suite 401 Wolverine Tower, 3001 S. State St., Ann Arbor, MI 48108-9990
7. Social Security Number and/or Employer Number: 381943632
8. Telephone: (313) 769-1980

TERMS AND CONDITIONS

First: Both contracting parties agree not to discriminate against any person on the grounds of race, color, sex, place of birth, age, physical handicap, social origin, political or religious beliefs or status as veteran.

Second: Both parties are aware that this contract is governed by all applicable federal and state legislation.

UNIVERSITY OF PUERTO RICO
REGIONAL COLLEGES ADMINISTRATION
PONCE TECHNOLOGICAL UNIVERSITY COLLEGE

RECIBIDO

90 AGO 30 AM 11:00

UPR COLEGIOS REGIONALES
ASUNTOS LEGALES

PROFESSIONAL SERVICES CONTRACT

PARTY OF THE FIRST PART: The Regional Colleges Administration of the University of Puerto Rico, represented by its Chancellor, Ivette Ramos-Buonomo, of legal age, single and resident of Río Piedras, Puerto Rico, hereinafter referred to as THE PARTY OF THE FIRST PART.

PARTY OF THE SECOND PART: Rensis Likert Associates, Inc., represented by Colleen C. Logan, Associate, of legal age, resident of Ann Arbor, MI, who is authorized to sign this contract, referred to as THE PARTY OF THE SECOND PART.

Both parties agree:

1. Description of services contracted:

The party of the second part will supply 83 questionnaires in August of 1990 and in January of 1991. THE PARTY OF THE FIRST PART will administer the questionnaires and return them to the PARTY OF THE SECOND PART for processing. Completed questionnaires will then be processed by the party of the second part and the tabulations will be sent to the PARTY OF THE FIRST PART.

2. Name of Account to be Charged: Title II
3. Account Number: 534001
4. Amount: $1,660 for each group of 83 questionnaires, for a total of $3,320.
5. Method of Payment: In each case, fifty percent (50%) of the total will be paid when the questionnaires are ordered from the PARTY OF THE FIRST PART and the remaining fifty percent (50%) will be paid when the questionnaires have been processed and tabulated.
6. Address of the PARTY OF THE SECOND PART: Suite 401 Wolverine Tower, 3001 S. State St., Ann Arbor, MI 48108-9990
7. Social Security Number and/or Employer Number: 381943632
8. Telephone: (313) 769-1980

TERMS AND CONDITIONS

First: Both contracting parties agree not to discriminate against any person on the grounds of race, color, sex, place of birth, age, physical handicap, social origin, political or religious beliefs or status as veteran.

Second: Both parties are aware that this contract is governed by all applicable federal and state legislation.

Third: This agreement does not violate Act. No. 12, approved on July 24, 1985 known as Ethics in Government Act of the Commonwealth of Puerto Rico.

Having read the above and being in complete agreement on its contents, both parties sign this contract, thereby committing themselves to its faithful compliance, this 20TH day of August, 1990.
10th September, 1990

Calleros C. Logan
Representative
PARTY OF THE SECOND PART

Ivette Ramos-Buonomo
PARTY OF THE FIRST PART

Pedro E. Laboy, Dean-Director
Ponce Technological University College

Universidad De P. R.
Contrato Registrado
SEP 10 1990
Num. Registro
91-1292
Adm. de Colegios Regionales

UNIVERSIDAD DE PUERTO RI
ADMINISTRACION DE COLEGIOS REGIONALES
CONTRATO NUM. 91-053
PAGUESE A LA ORDEN DE Ivette Ramos Buonomo
LA CANTIDAD DE 1d. septiembre de 1990
CUENTA A AFECTARSE 534 0013210

APPENDIX 8

LIBRARY MANAGEMENT INSTITUTE

Course Schedule

August 16, 1990	CE 101	Librarians as Supervisors
August 17, 1990	CE 102	Improving Job Performance
August 23, 1990	CE 116	Understanding Conflict in the Library
August 24, 1990	CE 107	Managing Student Workers in Academic Libraries
September 7, 1990	CE 105	Time Management and Conducting Effective Meetings
October 5, 1990	CE 106	Performance Evaluation
To be announced	CE 118	Improving Organizational Communication

LIBRARY MANAGEMENT INSTITUTE

Course Schedule
(Continued)

January 25, 1991

Accomodating Change through
Staff Development

February 4, 1991

Improving Organizational Communication

Don't Miss Them!!!

APPENDIX 9

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

a.m.

LISTA DE PARTICIPANTES

Fecha de la actividad 16 de agosto de 1990

Propósito de la actividad: Ofrecer curso CE 101 - Librarians as Supervisors
como parte del "Library Management Institute"

Nombre	Título e Institución
Roberto Colón Ocasio	Director UPR - Ponce
Sandra Collazo Franco	CUTPO
Luis Cintrón	UPR - Ponce
María del C. Bultrones	UPR UTUADO
Jay J. Olivera	UPR - Ponce
Victor Velázquez	UPR - Ponce
Margarita Burgos Vázquez	UPR - Ponce
Ana María Ortiz Soler	UPR - Ponce
Nilda Cabrera Flores	UPR - Carolina
Carmen N. Rodríguez	UPR Carolina
Rosa Ma. Rodríguez Cristóbal	U.P.R. - Cayey
Felix Oquendo	UPR - Bayamón
Mildred Pérez	Bayamón
Alba Luz Ortiz	Bayamón
Ana L. Cuebas	CORA
Edna Del Toro	Aguadilla
Alba Martínez	CUKH
Luis A. Cortés Collazo	UPR - Utuado
Rosa Morales Miranda	UPR - ARECIBO

Certifico que los gastos incurridos fueron necesarios y convenientes al desenvolvimiento de la Institución:

72

Fecha

Firma autorizada y Título

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

a.m.

LISTA DE PARTICIPANTES

Fecha de la actividad 16 de agosto de 1990

Propósito de la actividad: Ofrecer curso CE 101 - Librarians as Supervisors
como parte del "Library Management Institute"

Nombre	Título e Institución
Edgar [illegible] Cruz	Asesor UPRA
Luis Burgos	Asesor UPR
Nilda Ruiz Tapia	Bayamón UPR
Marcia Padilla	" "
Evelyn Ruiz Tejedor	Aguadilla UPR
Juana Irizarry-Cassiott	"

Certifico que los gastos incurridos fueron necesarios y convenientes al desenvolvimiento de la Institución:

Fecha

Firma autorizada y Título

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

LISTA DE PARTICIPANTES

a.m.

Fecha de la actividad 17 de agosto de 1990

Propósito de la actividad: Ofrecer curso CE 102 - Improving Job Performance como parte del "Library Management Institute"

Nombre	Título e Institución
Sandy Ortiz Ramos	CUTPO, Catalogador
Ana María Ortiz Salvá	CUTPO Centro Estudios Prof.
María del C. Babones	UPR Utuado
Luis A. Cortés Collazo	UPR Utuado
Nilda Amador	UPR Utuado
Nilda Cabrera	UPR Barranquitas
Elizabeth Pérez de Rios	UPR Caguas
Zaida Velázquez Ruiz	UPR Ponce
Ana Cintrón	UPR Ponce
Margarita Arroyo Lespier	UPR - Ponce
Anita Morales Morales	UPR - ARECIBO
Carmen L. Come	UPR - Arecibo
Lyn Concepción Cedeño	UPR - Arecibo
Ana L. Cubero	ODEP - UPR
Jay I. Flores	UPR - CUTPO
Adalberto Acosta	Bayamón.
Nellie Pérez Tapia	Bayamón - UPR.
Norma Padilla	UPR - Bay.
Alba Sotomayor	Aguadilla

Certifico que los gastos incurridos fueron necesarios y convenientes al desenvolvimiento de la Institución:

17 de agosto de 1990
Fecha

Firma autorizada y Título

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COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

LISTA DE PARTICIPANTES

a.m.

Fecha de la actividad 17 de agosto de 1990

Propósito de la actividad: Ofrecer curso CE 102 - Improving Job Performance como parte del "Library Management Institute"

Nombre	Título e Institución
Evelyn Pérez Ufret	UPR Aguadilla
Ada M. Ortiz	COKA
Mildred Pérez	Bayamón
Jose Sigfredo Ortiz	Aguadilla
Roberto Colón Ocasio	Ponce

Certifico que los gastos incurridos fueron necesarios y convenientes al desenvolvimiento de la Institución:

Fecha

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ADMINISTRACION DE COLEGIOS REGIONALES
COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

LISTA DE PARTICIPANTES a.m.

Fecha de la actividad 23 de agosto de 1990

Propósito de la actividad: Ofrecer el curso CE 116 Understanding Conflict in the Library

Nombre	Título e Institución
[illegible]	CUARO
[illegible]	CUTPO
[illegible]	Arecibo - UPRA
[illegible]	Arecibo, UPR
[illegible]	CORA
[illegible]	UPR - Ponce
[illegible]	CUTPO
[illegible]	CORA
[illegible]	UPR Aguadilla
[illegible]	UPR - Bayamón
[illegible]	UPR - Bayamón
[illegible]	Bayamón
[illegible]	UPR - Ponce
[illegible]	UPR - Carolina
[illegible]	UPR - Ponce
[illegible]	UPR - Carolina
[illegible]	UPR. Carolina
[illegible]	UPR - Ponce
[illegible]	CORA - UPR

Certifico que los gastos incurridos fueron necesarios y convenientes al desenvolvimiento de la Institución:

Fecha

Pedro E. Castro
Firma autorizada y Título

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ADMINISTRACION DE COLEGIOS REGIONALES
COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

LISTA DE PARTICIPANTES

a.m.

Fecha de la actividad 23 de agosto de 1990

Propósito de la actividad: Ofrecer el curso CE 116 Understanding Conflict in the Library

Nombre	Título e Institución
Nilda Amador	CORMO - Utuado
María del C. Bobonis	CORMO UTUADO
Evelyn Pérez Medina	CCCT
Nellie Ruiz Tapia	CUTB
Norma Padilla	CUTB
Jay A. Flores	CUTPO

Certifico que los gastos incurridos fueron necesarios y convenientes al desenvolvimiento de la Institución:

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ADMINISTRACION DE COLEGIOS REGIONALES
COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

LISTA DE PARTICIPANTES

a.m.

Fecha de la actividad 24 de agosto de 1990

Propósito de la actividad: Ofrecer el curso CE 107 Managing Student Workers in Academic Libraries

Nombre	Título e Institución
[illegible]	CUTPO
[illegible]	CORA
[illegible]	CORA
[illegible]	UPR-Arecibo
[illegible]	CUTPO
[illegible]	Bayamón
[illegible]	Bayamón
[illegible]	UPR-Ponce
[illegible]	UPR-Ponce
[illegible]	UPR-Ponce
[illegible]	Aguadilla
[illegible]	Aguadilla
[illegible]	CUTB
[illegible]	CUTB
[illegible]	CUTPO
[illegible]	CORA
[illegible]	UPR-Utuado
[illegible]	UPR-Utuado
[illegible]	UPR-AGUADILLA

Certifico que los gastos incurridos fueron necesarios y convenientes al desenvolvimiento de la Institución:

Fecha

Jay A Flores
Firma autorizada y Título

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

LISTA DE PARTICIPANTES

a.m.

Fecha de la actividad 24 de agosto de 1990

Propósito de la actividad: Ofrecer el curso CE 107 Managing Student Workers in Academic Libraries

Nombre	Título e Institución
Carmen L. Cosme	UPR Aguadilla
Rosa M. Rodríguez Cristobal	CRC
Elizabeth Díaz De Rosa	CRC
Agnetis Soto Escobar	CORA
María del C. Babilonia	UPUAGO
Pilar Aponte	CUTB
Carmen N Rodríguez	CRC
Roberto Colón Ocasio	Ponce

Certifico que los gastos incurridos fueron necesarios y convenientes al desenvolvimiento de la Institución:

Fecha

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ADMINISTRACION DE COLEGIOS REGIONALES
COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

a.m.

LISTA DE PARTICIPANTES

Fecha de la actividad 7 de septiembre de 1990

Propósito de la actividad: Ofrecer el curso CE 105 Time Management and Conducting Effective Meetings

Nombre	Título e Institución
[illegible]	CUTPO
[illegible]	UPR-Arecibo
Luis Cortés Collazo	UPR-Utuado
María del C. Bahamonde	UPR Utuado
[illegible]	UPR. Arecibo
Aixa Morales	UPR - ARECIBO
[illegible]	CUTPO
[illegible]	CUTPO
[illegible]	CORA
[illegible]	CORA
Nilda Cabrera Flores	CRC
[illegible]	CORA
[illegible]	CORA
[illegible]	CORA
Pura Cintrón	UPR-Ponce
Nellie Pérez Tapia	UPR-Bayamón
CARMEN D RODRIGUEZ	CRC
[illegible]	Ponce
[illegible]	CUTPO

Certifico que los gastos incurridos fueron necesarios y convenientes al desenvolvimiento de la Institución:

Fecha

Firma autorizada y Título

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

a.m.

LISTA DE PARTICIPANTES

Fecha de la actividad 7 de septiembre de 1990

Propósito de la actividad: Ofrecer el curso CE 105 Time Management and Conducting Effective Meetings

Nombre	Título e Institución
Alba Iris Osorio	Bayamón – UPR
Rosa Ma. Rodríguez	Carolina – UPR
Norma Padilla	Bayamón – UPR
Mildred Pérez	Bayamón

Certifico que los gastos incurridos fueron necesarios y convenientes al desenvolvimiento de la Institución:

Fecha

Firma autorizada y Título

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

LISTA DE PARTICIPANTES

a.m.

Fecha de la actividad 5 de octubre de 1990

Propósito de la actividad: Ofrecer el curso CE 106 Performance Evaluation

Nombre	Título e Institución
Nilda Cabrera Amor	UPR- CRC
Carmen N. Rodriguez	UPR- CRC
[illegible]	UPR- CORA
Elba [illegible]	U.P.R- CORH
Alba Martínez	U.P.R -CORA
Margarita Arroyo Segarra	UPR- Ponce
Pura Cintrón	UPR-Ponce
Alba L. Osorio	Bayamón
Mildred Pérez	Bayamón
Aixa Morales	Arecibo, UPR
Lagmar L. Jaime	Arecibo, U.P.R.
Roberto Colón Ocasio	UPR - Ponce
Evelyn Pérez Medina	[illegible]
Luis Compito	Aguadilla UPR
Ana M. Ortiz Salichs	CUTPO
Nellie Velázquez Garcia	CUTPO
[illegible]	CJRA
Nellie Pérez Tapia	CUTB
Norma Padilla	CUTB

Certifico que los gastos incurridos fueron necesarios y convenientes al desenvolvimiento de la Institución:

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UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

LISTA DE PARTICIPANTES

a.m.

Fecha de la actividad 5 de octubre de 199

Propósito de la actividad: Ofrecer el curso CE 106 Performance Evaluation

Nombre	Título e Institución
María del C. Bobonis	Director - UPR Mutuado
Jay S. Glover	CUTPO
Ida Ponte	Bayamón

Certifico que los gastos incurridos fueron necesarios y convenientes al desenvolvimiento de la Institución:

Fecha

Firma autorizada y Título

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ADMINISTRACION DE COLEGIOS REGIONALES
COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

;ayuno (a.m.)

LISTA DE PARTICIPANTES

Fecha de la actividad 25 de enero de 1991

Propósito de la actividad: Ofrecer el curso "Accommodating Change through Staff Development" como parte de las actividades de Título II.

Nombre	Título e Institución
[illegible]	UPR - Arecibo
[illegible]	TOEH - Aguadilla
[illegible]	CCRH
[illegible]	CORMO
[illegible]	[illegible]
[illegible]	CUTPO
[illegible]	UPR-Ponce
[illegible]	CORA
[illegible]	UPR-Ponce
[illegible]	CORA-UPR
[illegible]	CORA-UPR
[illegible]	UPR. Bayamón
[illegible]	UPR Carolina
[illegible]	UPR - Arecibo
[illegible]	UPR Carolina
[illegible]	UPR Carolina
[illegible]	UPR Carolina
[illegible]	UPR - Bayamón

Certifico que los gastos incurridos fueron necesarios y convenientes al desenvolvimiento de la Institución:

25-1-91
Fecha

Firma autorizada y Título

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

ıyuno (a.m.)

LISTA DE PARTICIPANTES

Fecha de la actividad 25 de enero de 1991

Propósito de la actividad: Ofrecer el curso "Accommodating Change through Staff Development" como parte de las actividades de Título II.

Nombre	Título e Institución
Alberto Colón Ocasio	CUTPO

Certifico que los gastos incurridos fueron necesarios y convenientes al desenvolvimiento de la Institución:

Fecha

55

Firma autorizada y Título

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACION DE COLEGIOS REGIONALES
COLEGIO UNIVERSITARIO TECNOLOGICO DE PONCE

LISTA DE PARTICIPANTES a.m.

Fecha de la actividad February 4, 1991

Propósito de la actividad: Ofrecer el curso CE 118 Improving Organizational Communication

Nombre	Título e Institución
Carmen N. Rodriguez	UPR Carolina
Nilda Cotto Flores	UPR - Carolina
Juan Cintrón Alers de Hoyo	UPR - Ponce
Mercedes Arroyo Lozada	UPR - Ponce
[illegible]	CORA
[illegible]	CORA
[illegible]	CUTPO
[illegible]	Ponce
[illegible]	UPR - Bayamón
[illegible]	CUTPO
[illegible]	UPR - Bayamón
Norma I. Padilla	U.P.R. - Bayamón
[illegible]	UPR - Arecibo
[illegible]	UPR - Utuado
[illegible]	UPR - UTUADO
Luis A. Cortés Collazo	UPR - Utuado
[illegible]	CUTPO
[illegible]	CUTPO
[illegible]	CORA - UPR

Certifico que los gastos incurridos fueron necesarios y convenientes al desenvolvimiento de la Institución:

4 Feb 1991 — Fecha

Jay J. Flores — Firma autorizada y Título

APPENDIX 10

Conclusion

As a member of the reference staff, I feel very lucky to have had the opportunity of working closely with the Innovacq project. It may not be a viable option for most law libraries to allow a reference librarian to devote so much time to technical service projects but I feel it has greatly improved not only my use of Innovacq but more importantly my knowledge of the law library procedures and holdings. I have a grasp of serials and their nuances that I would never have possessed had I not done this project. The Innovacq project was, in a sense, a crash course on law library publications and interdepartmental cooperation.

The transition from a manual to an automated system of serials control, or in the UNM Law Library's case, from kardex to Innovacq, can be tumultuous. Initially, it can appear to dredge up more problems than it resolves, and depending on how much planning was done prior to installation, conversion itself can extend over several years or more. Despite the upheaval and length of time required to fully implement an automated system, a new serials control system provides an opportunity to solve the many problems that may riddle the existing system. Prior to a transition is the perfect time to examine problems that have rolled over from year to year: for example, inconsistencies in holding records, bound runs, bibliographic and check-in information, cataloging decisions or recurring subscription/vendor issues. In order to benefit from a new system you must make sure that the existing records are accurate before transferring the information to an automated system. Cleaning up the present system while making the transition to Innovacq may not have been in the planning initially at UNM, but it wasn't long before it became part of the process. And now at the project's completion, we feel we have not only made the transition but have a clean system to work with as well. ■■

★ ★ ★

News from the Field

Acquisitions

• **Louisiana State University**'s Louisiana and Lower Mississippi Valley Collections, Baton Rouge, have acquired an extensive group of manuscripts documenting several generations of the Mathews and Butler families. Consisting of more than 4,500 items, spanning the years 1811 to 1945, the manuscripts detail the accounts and affairs of sharecroppers and tenants from at least six different plantations. Subjects documented vary widely from black labor and history, ecclesiastical history, engineering and agricultural projects, to natural history and bird watching. The papers were acquired with the support of the LSU Friends of the Libraries.

• **The University of Rochester School of Medicine & Dentistry**'s Edward G. Miner Library, New York, has received the papers of John Romano, M.D. Romano was the founding chairman of the Department of Psychiatry at Rochester, and an influential figure in American psychiatry and in the development of medical and psychiatric education. The Romano papers span the period from 1925 to 1989. The collection includes extensive files of personal and professional correspondence; the minutes, reports and memoranda of the University committees on which he served; records of the Department of Psychiatry (1946–1971); nearly 50 years of clinical rounds; and a large collection of personal and historical prints and photographs.

Grants

• **The Center for Research Libraries**, Chicago, has been awarded $65,080 in outright funds by the National Endowment for the Humanities to improve bibliographic access to its microform holdings. The grant will enable the Center to disseminate bibliographic information about the monographic holdings of its materials in the Cooperative Africana Microform Project and titles in commercially produced microform sets. Records for monographic titles will be added to two international bibliographic databases. Approximately 13,000 records will be converted into machine-readable form, added to the OCLC database, and eventually tapeloaded into the Research Libraries Information Network database.

• **The Ponce Technological University College** of the University of Puerto Rico has been awarded $28,669 by the Department of Education under Title II-B, Library Career Training Program. The College will sponsor a Library Management Institute to improve the supervisory skills of 30 librarians of the University of Puerto Rico's Regional Colleges Administration. The Institute will consist of seven ACRL continuing education courses: CE 101, CE 112, CE 116, CE 107, CE 105, and CE 118.

• **The State University Colleges at Buffalo, Brockport, and Fredonia, and the State University of New York at Buffalo** have received a $13,002 grant from the New York Governor's Office of Employee Relations and the United University Professions Professional Development and Quality of Working Life Committees to fund "Libraries in the '90s," a series of four staff development programs. The series will increase opportunities for librarians in Western New York to explore areas of common interest.

• **The Tabor College** Library, Hillsboro, Kansas, has received an Interlibrary Loan Development Program (ILDP) grant of $4,000 from the Kansas Library Network Board. Tabor's grant will make available to Kansas libraries using the Interlibrary Loan Program approximately 200 additional volumes dealing with rural poverty. The grant was designed particularly with the College's social work program in mind. The Interlibrary Loan Development Program is intended to strengthen statewide interlibrary loan service by providing collection development grants to academic, public, school, and special libraries across Kansas.

• **Texas A&M University at Galveston** has received a $100,000 grant from the Galveston Bay National Estuary Program to continue building and updating its Galveston Bay Literature Survey Bibliography and collection and to continue staffing a Galveston Bay Information Center. A printed draft of the bibliography will complement the online form which will be available for public use by the end of calendar year 1990. A grand opening of the Information Center is slated for February 1991.

• **The University of New Mexico**'s Centennial Science and Engineering Library, Albuquerque, was awarded $10,000 by the NASA Training Project Program. The grant will be used to add materials in the following areas: supplementary materials for classwork, additional copies of books in high demand by undergraduates, materials about women and minorities in science and engineering, materials on ethics in science and engineering, materials on writing skills, and directories on co-op programs, summer jobs, and research opportunities. A representative group of women and minority students in the NASA Training Project will assist in recommending needed material.

• **Washington and Lee University**, Lexington, Virginia, has received an $81,500 grant from the Jessie Ball duPont Religious, Charitable, and Educational Fund for the organization of two important collections of Alfred I. and Jesse Ball duPont papers. The papers, totaling 450 linear feet, will be processed, organized and readied for shipment to Washington and Lee University by History Associates, Inc., of Rockville, Maryland, a professional organization that specializes in archival projects. The grant will cover moving expenses, archival processing and description, production of a published guide, and new shelving to house the collection.

News notes

• **The Consortium of Popular Culture Collections in the Midwest** (CPCCM) has been established for special collections libraries at Bowling Green State University, Michigan State University, and Ohio State University. Because the founding libraries of the consortium share a collecting focus on subject areas related to the popular arts and the mass media, their geographic proximity offers practical and cost-effective opportunities for collaboration and resource sharing. The formation of this consortium grew from informal relationships among member libraries dating from the 1970s. During a two-day retreat in 1988, library representatives from each of the universities agreed to formalize their cooperative efforts. A prospectus to outline activities in development, access, promotion, and preservation of these specialized research collections was then developed by a joint working group. Library directors from the three universities signed the prospectus in August 1990.

The creation of CPCCM was prompted by several factors. First, the universe of available documentary materials related to contemporary American culture is extremely broad and diverse. Second, the sheer bulk and diversity of multidisciplinary resources causes serious selection and exclusion problems for the special collections library. And third, non-traditional physical formats place many of the products of contemporary culture outside usual academic library practice. CPCCM members will work toward the establishment of professional cataloging, preserving, and storing items as diverse as comic books and video games. For more information, contact Lucy Caswell, CPCCM, c/o Popular Culture Library, Bowling Green State University, Bowling Green, OH 43403; (614) 372-0538.

• **The University of Guam**, Mangilao, broke ground on August 24 for the renovation and expansion of its Robert F. Kennedy Memorial Library.

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Diálogo, October 1990 BEST COPY AVAILABLE

AQUI Y ALLA

CUTPO ofrece programa para bibliotecarios

El Colegio Universitario Tecnológico de Ponce (CUTPO) recibió un donativo federal de 28,6[illegible] dólares para desarrollar un programa profesional para bibliotecarios de la Administración de Colegios Regionales. Los fondos aprobados por el Departamento de Educación Federal permitirá la creación del Library Management Institute, un centro dirigido a mejorar las destrezas de supervisión de treinta bibliotecarios participantes. El proyecto se realizará utilizando cursos de educación continuada de la Association of College and Research Libraries, una división de la American Library Association.

Profesores de las Universidades de Yale, Collegeville, Loyola y Michigan estarán en el Instituto para ofrecer los siguientes cursos: Librarians as Supervisors; Improving Job Performance: Strategies for Supervisors; Improving Organizational Communication; Understanding Conflict in the Library: Strategies for Managing Conflict; Managing Student Workers in Academic Libraries; Time Management and Conducting Effective Meetings y Performance Evaluation: A Goals-Based Approach. Para más información llamar a Fay Fowle de Flores, directora de la Oficina de Planificación y Estudios Institucionales del CUTPO (844-8181, ext. 341).

Universitarios recogen material reciclable

El domingo 30 de septiembre el capítulo de estudiantes del Recinto de Río Piedras de la Asociación Americana de Mercadeo celebró la actividad "Reciclaje de puente a puente". La misma consistió en el recogido de todo material reciclable desde el puente de Piñones en Isla Verde hasta el puente Dos Hermanos en el Condado.

También participaron las asociaciones de la Facultad de Administración de Empresas y la Asociación de Vecinos de Isla Verde. Contaron con el auspicio de 7-UP y el coauspicio de Gulf Medical Technologies, Inc., Felton Caribe, Beat Boys y el Departamento de Control Ambiental de los municipios de San Juan y Carolina.

Nombramiento en el Recinto de Río Piedras

El rector del Recinto de Río Piedras, Juan R. Fernández, nombró a Elsa Marín García como directora de la Oficina de Servicios y Oportunidades Educativas (OSOEI). Marín García posee una maestría en español de la Universidad de Texas A&M y un bachillerato en Estudios

tora servirá de enlace entre la UPR y otras universidades interesadas en los programas de intercambio.

OSOEI es la oficina creada por el Decanato de Estudiantes con el propósito de promover el conocimiento de otras culturas y fortalecer las experiencias educativas a través del intercambio de estudiantes y profesores con universidades extranjeras. El pasado año académico, 99 estudiantes de la UPR estudiaron en varias universidades reconocidas de los Estados Unidos y otros 22 en universidades de Europa y América Latina. Alrededor de 84 estudiantes de otros países vinieron a ocupar esos espacios en la UPR. Para el nuevo curso 1990-91 se espera que 139 estudiantes de la UPR viajen a Estados Unidos, 37 a América Latina y Europa, y que sobre 107 estudiantes de otros países visiten la UPR.

Cátedra de Hostos recae sobre profesor del CUH

El presidente de la Universidad de Puerto Rico, doctor José Manuel Saldaña, designó al doctor Carlos Rojas como Catedrático de honor Eugenio María de Hostos para el período comprendido entre el 11 de enero y el 31 de diciembre de 1991. El doctor Rojas se desempeña como profesor del Departamento de Humanidades del Colegio Universitario de Humacao.

Los objetivos de esta cátedra de honor son: honrar de forma permanente la memoria del prócer puertorriqueño, estimular la investigación y la labor de creación con énfasis en las disciplinas hostosianas, y reconocer la contribución extraordinaria de los profesores que la ejerzan. Hasta el presente, el nombramiento a la cátedra de Hostos, creada por el ex presidente de la UPR Fernando E. Agrait en enero de 1968, ha recaído en dos prominentes estudiosos de la obra de Hostos: el doctor José Ferrer Canales y el doctor Manuel Maldonado Denis.

"American Express" otorga premio a la Casa Roig

La Casa Roig, centro cultural que auspicia el Colegio Universitario de Humacao, fue galardonada por la Compañía American Express con uno de los premios de Primera Categoría en reconocimiento a su renovación histórica. El proyecto "Casa Roig" participó en el certamen bajo la recomendación del arquitecto Otto Reyes Casanova. La Casa Roig, obra del arquitecto checo Antonin Nechodoma, refleja el funcionalismo tropical de su creador. Fue donada por la familia Roig a la Universidad de Puerto Rico en el 1977.

De setenta proyectos presentados, sólo siete fueron escogidos: cinco para proyectos terminados, uno para una obra en desarrollo que conlleva un premio de 10,000 dólares y un premio honorífico especial. Todos los premios consistieron en una medalla de plata, un diploma de honor y una placa conmemorativa para colocar en el proyecto.

Congreso Interuniversitario contra las drogas

El Comité de Recursos Universitarios Sembrando Alianza Contra las Drogas y el Alcohol

pro de mantener un ambiente libre del uso y abuso de drogas y alcohol en los recintos universitarios.

Agencia de publicidad respalda nueva escuela

Lopito, Ileana & Howie, Inc. y su subsidiaria, Focus Business Communications, donaron a la nueva escuela Ponce de León, del Barrio Juan Domingo en Guaynabo, varios escritorios para ser utilizados por los maestros de dicho plantel. La nueva escuela estuvo cerrada desde 1986 y gracias a la iniciativa y esfuerzo de padres y maestros se logró abrir nuevamente para así brindarle educación a más de un centenar de niños del área de Guaynabo.

Reciben premio egresados Escuela Medicina

Los doctores Ricardo J. Rodríguez Perales y Félix J. Seda Díaz, graduados de la clase 1990 de la Escuela de Medicina de la UPR, recibieron el premio Harvey Ramírez Bales. Este premio es otorgado por la Fundación Harvey Ramírez Bales representada por su hijo, Ramón Ramírez Quiles.

Al doctor Ricardo J. Rodríguez Perales se le concedió dicho premio por ser el estudiante de más alto promedio obtenido durante sus cuatro años de estudio de Medicina. El doctor Félix J. Seda Díaz obtuvo el premio por ser el estudiante de más alto promedio académico asignado a pasantías clínicas de Tercer Año en el Consorcio Educativo del Centro Médico Ramón Emeterio Betances en Mayagüez.

Aparecen de izquierda a derecha el doctor Francisco J. Muñiz, decano de la Escuela de Medicina, Anita Ramírez de Zayas, Lourdes Guerrios, el doctor Ricardo J. Rodríguez, el doctor Félix J. Seda y esposa y la profesora Carmen M. López-Maíz, decana auxiliar para Asuntos Estudiantiles.

Aniversario del Centro Universitario

El Centro Universitario del Recinto de Río Pie-

dras conmemoró de
simo aniversario. Co
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actividades estuvo a
la Unidad Promocion
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Actividades.

Artesanías

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Presidente de la Lengua

El doctor Manuel
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mes varias unidades
to Rico. En la Admi
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profesores del Colegi
el Recinto de Río Pie
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Universidad de Nueva
doce semanas al año

Servicios té en recinto riop

El 20 de septiembr
servicios técnicos en
Recinto de Río Piedra
computadoras, una m
una fotocopiadora. Las
cinco centavos.

La Sala está ubica
no de fotografía en el
Universitario. Abre de
a 9:00 PM, viernes d
sábado de 9:00 AM a

Delegación UPR visita Cuba

Una delegación de profesores y funcionarios del Recinto de Río Pie
el rector Juan R. Fernández, visitó Cuba con el propósito de comenzar

informa

ORGANO INFORMATIVO DE LA S.B.P.R.

Vol. 30 JULIO-AGOSTO 1990 Núm. 3-4

Desde la Presidencia

El Boletín de la Sociedad de Bibliotecarios de Puerto Rico ha estado invernando por largo tiempo. Ya es hora de que lo retatemos del marasmo en que ha estado sumergido.

Nos hemos establecido la meta de que en este año se reanudará su publicación.

Los exhorto a que envíen sus contribuciones para ser consideradas por el Comité de Publicaciones, presidido por la compañera Fay Fowlie de Flores.

Enmiendas al Reglamento

El Comité de Reglamento y Constitución está trabajando al máximo para ver si en la Asamblea Semi-Anual, puede someterles a su consideración las enmiendas sugeridas hasta el momento.

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CUTPO OFRECE INSTITUTO PARA BIBLIOTECARIOS

El Colegio Universitario Tecnológico de Ponce de la Universidad de Puerto Rico recibió un donativo federal de $28,600 (Title II-B: Library Training Program) para un programa de desarrollo profesional dirigido a los bibliotecarios de la Administración de Colegios Regionales. El Departamento de Educación aprobó un instituto (Library Management Institute) para mejorar las destrezas de supervisión de treinta bibliotecarios participantes. El proyecto se realizará utilizando cursos de educación continuada de la Association of College and Research Libraries, una división de la American Library Assso-ciation.

Maureen Sullivan, Directora de la Oficina de Personal del Sistema de Bibliotecas de Yale University, ofrecerá los siguientes cursos: CE 101 (Librarians as Supervisors), CE 112 (Improving Job Performance: Strategies for Supervisors), y CE 118 (Improving Organizational Communication). Jane y Michael Kathman de St. John's University en Collegeville, Minn., ofrecerá dos cursos: CE 116 (Understanding Conflict in the Library: Strategies for Managing Conflict) y CE 107 (Managing Studente Workers in Academic Libraries). Tom McNally, de la Biblioteca de Loyola University en Chicago, dictará el curso CE 105 (Time Management and Conducting Effective Meetings). Lucy Cohen, Directora de Personal de las Bibliotecas de la Universidad de Michigan, ofrecerá CE 106 (Performance Evaluation: A Goals-Based Approach).

La coordinadora de este proyecto es la Prof. Fay Fowlie de Flores, Directora de la Oficina de Planificación y Estudios Institucionales del C[illegible]

Nota de redacción:
El proyecto antes mencionado se inició el 16 de agosto de 1990 y se extenderá hasta noviembre de 1990. Felicitamos a Fay por ese logro.

REGISTRO DE LA PROPIEDAD INTELECTUAL

Por Holanda Rendón

De gran interés resultó la conferencia presentada por el Dr. Pedro G. Salazar sobre "el Registro de la Propiedad Intelectual" el día 31 de agosto de 1990, en la Escuela Graduada de Bibliotecología y co-auspiciado por la Sociedad de Bibliotecarios de Puerto Rico.

El doctor Salazar, orientó de una manera my amena y sencilla, la importancia que envuelve el registrar todo tipo de obra, cuando ésta es publicada. Este registro fue creado el 15 de julio de 1988 con la Ley 96 y está adscrito al Departamento de Estado.

Uno de los aspectos importantes que se debe considerar, son los cambios que ha tenido la ley federal. Se aprobó por lo tanto que las obras publicadas después del 1ro de marzo de 1989, el aviso de copyright es opcional, pero no la inscripción. Sin embargo [illegible]

Dada la importancia del tema y el [illegible]

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Intercambio 1 (September 1990): 5

evaluación de resultados. Conviene pues mencionar que éstos pueden clasificarse de diversas formas y aparecen organizados en jerarquías. Aunque la taxonomía de los objetivos suele ser objeto de considerable estudio y puede complicarse sobremanera, para simplificar usaremos el esquema sugerido por Middle States:

Objetivos Institucionales. Estos son comunes a muchas instituciones de educación superior aunque algunos pueden ser particulares.

Objetivos de Programas. Estos se relacionan con contenido especializado y destrezas que se pretenden lograr como resultado de los programas. Algunos objetivos importantes también suelen relacionarse con educación general.

Objetivos de Cursos. Estos pertienen a una disciplina específica y se relacionan con contenido y destrezas.

Es importante anotar que la realización de una evaluación institucional como la que apenas comienza en CORA, debe comprender evaluación de resultados de los tres tipos de objetivos señalados. Pero en vista de la naturaleza jerárquica de estos objetivos, los del primer tipo tienen que acordarse primero. Aun cuando estos objetivos ya existan, conviene repasarlos a fin de determinar su vigencia y conveniencia. Propongo que en CORA se inicie un debate en torno a los objetivos institucionales con la brevedad posible. Una forma de hacerlo --aunque ciertamente no la única-- es celebrando un foro en el que la misión del Colegio, y los objetivos institucionales que de ella derivan, sean analizados críticamente por los miembros interesados de la comunidad Colegial. Al Comté de Metas y Objetivos corresponde la iniciativa al respecto.

Actualmente, prácticamente todos los departamentos están involucrados en evaluación de programas y cursos. Los programas que gradúan tienen sus objetivos y conforme a ellos deben evaluarse sus cursos. En el cas de los departamentos que ofrecen cursos básicos, no existen objetivos de pgoramas que sirvan de marco de referencia para los objetivos de los cursos. Sin embargo, en conjunto, estos departamentos constituyen un programa fundamental en el Colegio: el Programa de Educación General. Siendo asi, este programa debiera contar con objetivos claros que sirvan de marco normativo para los departamentos que ofrecen cursos de orientación o formación básico. Estos objetivos deben surgir como uno de los resultados más importantes del presente autoestudio en CORA.

Hemos intentado esclarecer el marco conceptual que debe guiarnos durante la realización del autoestudio. Especificamente señalamos la importancia de formular objetivos operacionales directamente relacionados con el proceso de enseñanza y aprendizaje, como eje principal del quehacer académico. También definimos el proceso de evaluación de resutlados y analizamos someramente las implicaciones de esta definición. En un próximo artículo hablaremos con más detalle sobre las características particulares que deben tener los objetivos en cada una de las tres categorías mencionadas: institucionales, de programas y de cursos y daremos ejemplos de cada uno.

Prof. José L. Arbona

Desde la Biblioteca

Instituto de Desarrollo Profesional para Bibliotecarios

A los bibliotecarios de CORA y demás Colegios Regionales se le ha dado la gran oportunidad de asistir a los seminarios de administracion de bibliotecas, realizados gracias a la iniciativa de la Prof. Fay Fowlie, del Colegio Universitario Tecnológico de Ponce, quien redactó la propuesta para crear el Instituto de Desarrollo Profesional para Bibliotecarios.

El Instituto consiste de siete (7) cursos en educación continua diseñados por la Association of College and Research Libraries de la American Library Association. Maureen Sullivan de Yale University, Michael D. Kathman de St. John's University, Jane M. Kathman de College of St. Benedict y Thomas McNally de Loyola University of Chicago - todos reconocidos escritores y bibliotecarios - han estado a cargo de los cursos ofrecidos. Los cursos ofrecidos hasta el momento son los siguientes:

CE 101 - Librarians as Supervisors

CE 112 - Improving Job Performance: Strategies for Supervisors

CE 116 - Understanding Conflict in the Library: Strategies for Supervisors

CE 107 - Managing Student Workers in Academic Libraries

CE 105 - Time Management and Conducting Effective Meetings

Además de la pertinencia y utilidad de los seminarios, la experiencia ha sido enriquecedora. Los bibliotecarios participantes han sido expuestos a enfoques innovadores, tanto en contenido como en estilos de presentación que sin duda han contribuido significativamente a su crecimiento profesional. Todos los bibliotecarios profesionales de CORA han asistido a uno o más de los cursos ofrecidos.

Prof. Evelina Reyes

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OPEI INFORMA

Núm. 5 | Oficina de Planificación y Estudios Institucionales
Colegio Universitario Tecnológico de Ponce | septiembre 1990

MIDDLE STATES

El Periodic Review Report de CUTPO fue enviado a las oficinas de Middle States y a los dos evaluadores que habrán de hacer sus recomendaciones sobre el mismo: Dr. Esther Barazzone de Philadelphia College of Textiles y Dr. Carlos R. Hortas de Hunter College, City University of New York. Copias del informe están disponibles en la Biblioteca y en las oficinas de los decanos y directores de departamento. Les invitamos a leer el documento para informarse sobre la trayectoria de nuestro Colegio durante los últimos cinco años y para los próximos cinco.

PLANIFICACION

El primero de junio OPEI auspició un seminario sobre la redacción de prontuarios a la luz de los requisitos del Consejo de Educación Superior. La actividad estuvo a cargo de la profesora Carmen L. Pereles de la Universidad Católica de Puerto Rico. Veintiocho profesores de CUTPO asistieron al seminario y participaron activamente. Posteriormente se prepararon varios prontuarios siguiendo las guías de la Profesora Pereles. Felicitamos a los profesores que aplicaron el conocimiento adquirido en la actividad.

RECURSOS EXTERNOS

Se acerca la fecha en que se vence nuestra propuesta de Título III, la cual ha traído grandes beneficios a nuestro Colegio. La actividad final (además de la evaluación de la propuesta) será una campaña de recaudación de fondos para CUTPO. **¡Contamos con su respaldo!**

Actualmente, OPEI está coordinando las actividades de una propuesta de Título II-B. El proyecto conocido como "Library Management Institute" beneficia a los bibliotecarios de la Administración de colegios Regionales. Se les ofrece siete cursos de educación continuada de la Association of College and Research

Libraries. Los participantes han disfrutado del gran conocimiento de profesores invitados de Yale University, St. John's University (Minnesota), Loyola University of Chicago y la Universidad de Michigan.

ESTUDIOS INSTITUCIONALES

Se administró un cuestionario a la facultad y el personal del Colegio para determinar su disponibilidad para ofrecer cursos y/o seminarios a adultos. Próximamente se publicarán los resultados en un "Inventario de Recursos para Educación a Adultos".

El **Fact Book 1989-90** está en proceso de reproducción y estará disponible próximamente. Contiene valiosa información sobre todos aspectos de nuestro colegio.

Se está preparando el **Perfil de Estudiantes de Nuevo Ingreso 1990-91**. De la data recopilada podemos describir las siguientes características del estudiante de nuevo ingreso:

1. La edad promedio es de 18 años.
2. El 38.6% son del sexo masculino y el 61.4% del sexo femenino.
3. Casi el cien porciento son solteros.
4. Casi la mitad residen permanentemente en Ponce; los demás en pueblos limítrofes a Ponce.
5. Tres cuartas partes proceden de escuelas superiores públicas del país.
6. Unicamente un 5.5% reportó algún tipo de impedimento físico o mental permanente.
7. El 72% utilizaron la Beca Pell como fuente principal para sufragar sus estudios.
8. El 42% aspiran a obtener un bachillerato; 49% aspiran continuar estudios posteriores al bachillerato.
9. Expresan interés en recibir ayuda académica en las áreas de expresión oral y escrita en inglés, además de hábitos de estudio.

¿SABIA QUE...?

La matrícula total del primer semestre de 1990-91 es 2128. El 91.6% son estudiantes regulares. La distribución por sexo es similar otros años: 37.8% son varones mientras que 62.2% son hembras.

De los 1949 estudiantes regulares, 685 están en programas de traslado, 870 son de grado asociado y 380 están matriculados en programas de bachillerato.

La Oficina de Planificación y estudios institucionales tiene información sobre una nueva oficina del gobierno estatal, el Registro de Propiedad Intelectual. Entérese y defienda sus derechos.

APPENDIX 11

LOCAL PRESENTATION

ACRL CONTINUING EDUCATION PROGRAM--COURSE EVALUATION FORM

You will help make future courses more valuable for yourself and others by completing this form. Your responses will help ACRL in reaching an objective evaluation of its CE program.

Instructor's name_____

Course number and title_____

Date_____ Place of presentation_____

1. How well did the course meets its stated objectives?
   - Completely ( )
   - Somewhat ( )--please answer 1a
   - Poorly ( )--please answer 1a

   1a. Why?

2. How well did the course meet your own objectives and expectations?
   - Completely ( )
   - Somewhat ( )--please answer 2a
   - Poorly ( )--please answer 2a

   2a. Why?

****

3. Check the appropriate category for each:

	Excellent	Good	Fair	Poor
I. Course Topic				
A. Practical Value	_____	_____	_____	_____
B. Stimulation	_____	_____	_____	_____
C. Depth of Coverage	_____	_____	_____	_____
D. Comprehensiveness	_____	_____	_____	_____
E. Adequate Material for Topic Coverage	_____	_____	_____	_____

OVER

	Excellent	Good	Fair	Poor
II. Course Presenter(s)				
A. Presentation				
1. Knowledge of subject	_____	_____	_____	_____
2. Ability to get ideas across	_____	_____	_____	_____
3. Coverage of key points	_____	_____	_____	_____
4. Pace of presentation	_____	_____	_____	_____
5. Speaker's voice & professional manner	_____	_____	_____	_____
B. Preparation				
1. Organization of topic	_____	_____	_____	_____
2. Effective use of visual aids (if used)	_____	_____	_____	_____
3. Effective use of course syllabus/handouts	_____	_____	_____	_____
C. Response To/From Class				
1. Concern for class understanding	_____	_____	_____	_____
2. Encouragement of questions and discussion	_____	_____	_____	_____
3. Patience and reponse to questions	_____	_____	_____	_____
4. Tolerance of disagreement	_____	_____	_____	_____
III. Arrangements				
1. Room	_____	_____	_____	_____
2. Registration procedure	_____	_____	_____	_____
IV. Overall Course				
Evaluate program in general	_____	_____	_____	_____
Evaluate course presenter in general	_____	_____	_____	_____

****

4. Please suggest subjects for future ACRL CE courses:

5. Other comments:

THANK YOU.

Revised 8/21/85

APPENDIX 12

LIBRARY MANAGEMENT INSTITUTE

FOLLOW-UP EVALUATION

COURSE: _____

DATE: _____

I. Approximately 60 days have passed since you participated in the above referenced course. Please indicate how you would now rate the quality of the workshop using the following scale:

1. Poor
2. Needs Inprovement
3. Average
4. Above Average
5. Excellent

A. Overall organization of the course	5 4 3 2 1
B. General scope and coverage	5 4 3 2 1
C. Presenter's and speaker's expertise/knowledge of topic	5 4 3 2 1
D. Presenter's and speaker's ability to communicate topics and themes clearly	5 4 3 2 1

II. Have you put any aspects of the training you received to actual use?
yes____ no____

III. If your answer to II was yes, please indicate aspects you have used.

_____

_____

_____

IV. If your answer to II was no, do you plan to put any aspects to use in the future? If not, please indicate your reason.

_____

_____

_____

V. Additional Comments: _____

_____

APPENDIX 13

ASSOCIATION OF
COLLEGE
& RESEARCH
LIBRARIES

MEMORANDUM

TO: ACRL Local CE Sponsor(s)

FROM: Mattye L. Nelson MLN

DATE: August 29, 1990

RE: Evaluations

Here's a copy of the compiled evaluations from your August 16th and 17th presentation of CE 101 and 112. I hope you will find some of the comments helpful for future programs.

Thanks for your time and dedication.

Enclosure

A division of the
American Library
Association
50 East Huron Street
Chicago, IL 60611-2795
312-944-6780
Toll Free 800-545-2433
Illinois 800-545-2444
Canada 800-545-2455
FAX 312-440-9374

ACRL Continuing Education Program - Course Evaluation Form

You will help make future courses more valuable for yourself and others by completing this form. Your responses will help ACRL in reaching an objective evaluation of its CE program.

Instructor's name Maureen Sullivan

Course number and title CE 101 - Librarians as Supervisors

Date August 16, 1990 Place of presentation UPR - Ponce

1. How well did the course meets its stated objectives?

Completely	25( )
Somewhat	- ( ) -- please answer 1a
Poorly	( ) -- please answer 1a

1a. Why?

2. How well did the course meet your own objectives and expectations?

Completely	24( )
Somewhat	1( ) -- please answer 2a
Poorly	( ) -- please answer 2a

2a. Why?

****

3. Check the appropriate category for each:

	Excellent	Good	Fair	Poor
I. Course Topic				
A. Practical Value	23	2		
B. Stimulation	23	2		
C. Depth of Coverage	18	7		
D. Comprehensiveness	19	6		
E. Adequate Material for Topic Coverage	21	4		

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Free 800-545-2433
ois 800-545-2444
ada 800-545-2455
X 312-440-9374

	Excellent	Good	Fair	Poor
II. Course Presenter(s)				
A. Presentation				
1. Knowledge of subject	25			
2. Ability to get ideas across	25			
3. Coverage of key points	23	2		
4. Pace of presentation	21	4		
5. Speaker's voice & professional manner	25			
B. Preparation				
1. Organization of topic	23	2		
2. Effective use of visual aids (if used)	19	6		
3. Effective use of course syllabus/handouts	18	7		
C. Response To/From Class				
1. Concern for class understanding	24	1		
2. Encouragement of questions and discussion	23	2		
3. Patience and response to questions	24	1		
4. Tolerance of disagreement	24	1		
III. Arrangements				
1. Room	18	7		
2. Registration procedure	22	3		
IV. Overall Course				
1. Evaluate program in general	23	2		
2. Evaluate course presenter in general	24	1		

****

4. Please suggest subjects for future ACRL CE courses:

5. Other comments:

Thank You

ASSOCIATION OF
COLLEGE
RESEARCH
LIBRARIES

ACRL Continuing Education Progra n - Comments Form

Instructor's name Maureen Sullivan

Course number and title CE 101 - Librarians as Supervisors

Date August 16, 1990 Place of Presentation University of Puerto Rico Ponce

1. How well did the course meets its stated objectives? Why?

I think we are more aware now of the skills which a good supervisor must develop.

The speaker organized the seminar very well and that made it possible to reach the objective.

Because Maureen explains very well people can understand her.

It explained very well the topics that were included, gave enough information and explained it thoroughly.

We were able to learn about different management concepts and to practice skills related with it.

The course provided the library supervisors with the tools necessary to function in an administrative position.

2. How well did the course meet your own objectives and expectations? Why?

It has been an evaluation of my own performance as supervisor.

I am starting as a supervisor and I still have a lot to learn.

I expected to learn techniques to help me deal with real situations in the library environment and it was successful.

My interest is in supervision. With the information that we got from Maureen, I learned methods to contend with administrative issues that engulf library supervisors.

4. Please suggest subjects for future ACRL CE courses:

Information Literacy workshops for academic librarians.

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American Library
Association
50 East Huron Street
Chicago, IL 60611-2795
312-944-6780
Toll Free 800-545-2433
Illinois 800-545-2444
Canada 800-545-2455
FAX 312-440-9374

Cataloguing juvenile collections.

Cataloguing of special collections (Juvenile, non-print materials, etc.)

After a basic course it is important to evaluate our library particular situations.

Problem solving techniques in libraries.

Techniques to solve the basic problem in the library.

More small group work.

Library's activities for community. Community/Library relationship (Academic Libraries).

The inplication of the futurism is library survey.

Tracking methods for the bibliographic instructor. Active teaching and learning.

Bibliographic Instruction techniques: how to introduce new students to library skills.

Adjusting to library automation.

5. Other comments:

Excellent Workshop.

Excellent presentation. Very encouraging. Congratulations!

Thanks for coming!

Continue with that type of workshop because the University of Puerto Rico does not prepare the librarian for library management.

Excellent course.

Thank you very much for being as you are. You inspire relaxation.

Her enthusiasm and dedication are contagious.

Mrs. Sullivan, you are great!

(ACRL Local CE; a:comments)

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Illinois 800-545-2444
Canada 800-545-2455
FAX 312-440-9374

SOCIATION OF
OLLEGE
RESEARCH
BRARIES

ACRL Continuing Education Program - Course Evaluation Form

You will help make future courses more valuable for yourself and others by completing this form. Your responses will help ACRL in reaching an objective evaluation of its CE program.

Instructor's name Maureen Sullivan

Course number and title CE 112 - Improving Job Performance: Strategies for Supervisors

Date August 17,1990 Place of presentation UPR - Ponce

1. How well did the course meets its stated objectives?

Completely	23	( )
Somewhat		( ) -- please answer 1a
Poorly		( ) -- please answer 1a

1a. Why?

2. How well did the course meet your own objectives and expectations?

Completely	22	( )
Somewhat	1	( ) -- please answer 2a
Poorly		( ) -- please answer 2a

2a. Why?

****

3. Check the appropriate category for each:

	Excellent	Good	Fair	Poor
I. Course Topic				
A. Practical Value	22	1	___	___
B. Stimulation	21	2	___	___
C. Depth of Coverage	18	5	___	___
D. Comprehensiveness	18	5	___	___
E. Adequate Material for Topic Coverage	19	4	___	___

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Free 800-545-2433
nois 800-545-2444
nada 800-545-2455
AX 312-440-9374

	Excellent	Good	Fair	Poor
II. Course Presenter(s)				
A. Presentation				
1. Knowledge of subject	23			
2. Ability to get ideas across	23			
3. Coverage of key points	23			
4. Pace of presentation	23			
5. Speaker's voice & professional manner	23			
B. Preparation				
1. Organization of topic	20	3		
2. Effective use of visual aids (if used)	16	7		
3. Effective use of course syllabus/handouts	19	4		
C. Response To/From Class				
1. Concern for class understanding	21	2		
2. Encouragement of questions and discussion	21	2		
3. Patience and response to questions	22	1		
4. Tolerance of disagreement	22	1		
III. Arrangements				
1. Room	19	4		
2. Registration procedure	20	3		
IV. Overall Course				
1. Evaluate program in general	20	3		
2. Evaluate course presenter in general	22	1		

****

4. Please suggest subjects for future ACRL CE courses:

5. Other comments:

Thank You

ASSOCIATION OF
COLLEGE
& RESEARCH
LIBRARIES

ACRL Continuing Education Program - Comments Form

Instructor's name Maureen Sullivan

Course number and title CE 112 - Improving Job Performance: Strategies for Supervisors

Date August 17, 1990 Place of Presentation University of Puerto Rico, Ponce

1. How well did the course meet its stated objectives? 1a. Why?

There were no responses to this question.

2. How well did the course meet your own objectives and expectations? 2a. Why?

I am new in this business. I am learning.

Because I want to apply the different points explained in this course.

It has given us the opportunity to cooperate with colleagues and has brought to light different values. We thank you for the help Maureen has given us this week.

4. Please suggest subjects for future ACRL CE courses:

Helping personnel to prepare for automation.

I wish to recommend a course or a workshop on Employees evaluation Supervisors, especially the problem ones.

The need that the librarians take courses on supervision.

Teaching methods in library instruction.

CE 202 Teaching methods for the bibliographic and Instruction Librarian.

5. Other comments:

bilingual CE course on other occasion.

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Canada 800/545-2455
FAX 312/440-9374

ASSOCIATION OF
COLLEGE
& RESEARCH
LIBRARIES

ACRL Continuing Education Program - Comments Form

Hurry back!

I personally believe the workshop was great!

It was great, Maureen!

Will be of great value and benefits, bilingual human resources.

Excellent!

Very useful.

My objectives were fulfilled. I learned and also reviewed my concepts. Have a good trip. God Bless You.

Congratulations! Was a very good one.

I have learned a great deal and hope to put it to use. Because Maureen communicated very well I was able to understand the material.

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MEMORANDUM

TO: Prof. Fay. F. Flores

FROM: Mattye L. Nelson

DATE: August 23, 1990

RE: Evaluations

Here's a copy of the compiled evaluations from your August 23rd presentation of CE 116. I hope you will find some of the comments helpful for future programs.

Thanks for your time and dedication.

Enclosure

Local CE Ltrs., evalmemo.pr

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ACRL Local CE Comments from Participants

Instructor's name Michael and Jane Kathman

Course number and title CE 116- Understanding Conflict within the Lib.

Date August 23, 1990 Place of Presentation UPR - Ponce

1. How well did the course meets its stated objectives? Why?

No written responses.

2. How well did the course meet your own objectives and expectations? Why?

I expected more group discussion of situations of conflict in the library work place. Although we did have group discussion of case studies, I would have preferred more participation of that sort followed by assessment and analysis on the part of both professors.

I hoped to see more group participation. We like this better than the lecture type of conference because it involves sharing individual library experiences of participants.

4. Please suggest subjects for future ACRL CE courses:

Library promotion materials: preparation of interesting leaflets, bulletins, posters.

Bibliographic instruction modules, and strategies to get ideas across as well as ways to bring about motivation among students so that the program meets its goals.

CE 113 - Public Service Under Pressure
CE 115 - Supervision in a Union Environment
CE 202 - Teaching Methods for the Bibliographic Instruction Librarian
CE 503 - Survey Research Methods
Prepare a workshop about the reference service.

Automation Themes!

5. Other comments:

I wish to thank both professors for their interest in coming down to Puerto Rico, sharing their expertise and offering us their assessment.

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Michael Kathman's personality helped a lot because he is more dynamic in his exposition. Jane Kathman is very good natured, sweet, understanding and patient, taking into consideration our lack of fluency in expressing our thoughts, We wish to thank both for their patience and kindness.

More participation by the audience for a day-long workshop.

Visual aids were practically illegible.

Transparencies need improvement. They could hardly be read.

The letters in the transparencies were too small.

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ACRL Continuing Education Program - Course Evaluation Form

You will help make future courses more valuable for yourself and others by completing this form. Your responses will help ACRL in reaching an objective evaluation of its CE program.

Instructor's name Michael and Jane Kathman

Course number and title CE 116 - Understanding Conflict Within the Lib.

Date August 23, 1990 Place of presentation UPR - Ponce

1. How well did the course meets its stated objectives?

Completely	25 ( )
Somewhat	( ) -- please answer 1a
Poorly	( ) -- please answer 1a

1a. Why?

2. How well did the course meet your own objectives and expectations?

Completely	23 ( )
Somewhat	2 ( ) -- please answer 2a
Poorly	( ) -- please answer 2a

2a. Why?

****

3. Check the appropriate category for each:

	Excellent	Good	Fair	Poor
I. Course Topic				
A. Practical Value	23	2	___	___
B. Stimulation	19	6	___	___
C. Depth of Coverage	25	___	___	___
D. Comprehensiveness	21	4	___	___
E. Adequate Material for Topic Coverage	23	2	___	___

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	Excellent	Good	Fair	Poor
II. Course Presenter(s)				
A. Presentation				
1. Knowledge of subject	24	1		
2. Ability to get ideas across	22	3		
3. Coverage of key points	24	1		
4. Pace of presentation	17	8		
5. Speaker's voice & professional manner	17	8		
B. Preparation				
1. Organization of topic	22	3		
2. Effective use of visual aids (if used)	7	12	7	
3. Effective use of course syllabus/handouts	25			
C. Response To/From Class				
1. Concern for class understanding	21	4		
2. Encouragement of questions and discussion	19	6		
3. Patience and response to questions	22	3		
4. Tolerance of disagreement	24	1		
III. Arrangements				
1. Room	21	4		
2. Registration procedure	24	1		
IV. Overall Course				
1. Evaluate program in general	22	3		
2. Evaluate course presenter in general	21	4		

****

4. Please suggest subjects for future ACRL CE courses:

5. Other comments:

Thank You

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ACRL Continuing Education Program - Course Evaluation Form

You will help make future courses more valuable for yourself and others by completing this form. Your responses will help ACRL in reaching an objective evaluation of its CE program.

Instructor's name Michael and Jane Kathman

Course number and title CE 107 - Managing Student Employees in Academic Lib.

Date August 24,1990 Place of presentation UPR Ponce

1. How well did the course meets its stated objectives?

Completely	27 ( )
Somewhat	( ) -- please answer 1a
Poorly	( ) -- please answer 1a

1a. Why?

2. How well did the course meet your own objectives and expectations?

Completely	27 ( )
Somewhat	( ) -- please answer 2a
Poorly	( ) -- please answer 2a

2a. Why?

****

3. Check the appropriate category for each:

	Excellent	Good	Fair	Poor
I. Course Topic				
A. Practical Value	26	1		
B. Stimulation	22	5		
C. Depth of Coverage	26	1		
D. Comprehensiveness	23	4		
E. Adequate Material for Topic Coverage	26	1		

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	Excellent	Good	Fair	Poor
II. Course Presenter(s)				
A. Presentation				
1. Knowledge of subject	27			
2. Ability to get ideas across	25	2		
3. Coverage of key points	20	1		
4. Pace of presentation	23	4		
5. Speaker's voice & professional manner	20	7		
B. Preparation				
1. Organization of topic	27			
2. Effective use of visual aids (if used)	10	10	7	
3. Effective use of course syllabus/handouts	27			
C. Response To/From Class				
1. Concern for class understanding	26	1		
2. Encouragement of questions and discussion	24	3		
3. Patience and response to questions	25	2		
4. Tolerance of disagreement	26	1		
III. Arrangements				
1. Room	22	5		
2. Registration procedure	24	3		
IV. Overall Course				
1. Evaluate program in general	25	2		
2. Evaluate course presenter in general	25	2		

****

4. Please suggest subjects for future ACRL CE courses:

5. Other comments:

Thank You

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ACRL Continuing Education Program - Comments Form

Instructor's name Michael Kathman and Jane Kathman

Course number and title CE 107 - Managing Student Employees

Date August 24, 1990 Place of Presentation UPR - Ponce

1. How well did the course meets its stated objectives? Why?

There were no written responses to this question.

2. How well did the course meet your own objectives and expectations? 2a. Why?

More than I expected!

4. Please suggest subjects for future ACRL CE courses:

Preparing for automation: technically, psychologically, etc.

Problem issues in reference service

Preparing for automation

A educational program about bilingual resources.

Specialized collections.

Analyze systems in the library (The process of cataloguing.)

5. Other comments:

Very helpful!

This course filled a big gap in regard to managing and training student assistants. My library has never given the students a group training session although we are planning to. The knowledge gained today is very opportune.

The information given to us is going to be very useful in our work.

Its been a pleasure to learn from your extensive experience and knowledge. Thank you.

Its difficult for me the evaluate two instructors on one form. They have different presentation styles.

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ACRL Continuing Education Program - Comments Form

Visual aids were too small.

Thank you very much for speaking slowly.

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October 18, 1990

Fay F. Flores, Director
Office of Planning and Institutional Research
University of Puerto Rico
Regional Colleges Administration
Ponce Technological University College
P.O. Box 7186
Ponce, Puerto Rico 00732

Dear Prof. Flores: Fay

Enclosed are the compiled evaluation responses from the presentation of CE 106 in Ponce on October 5, 1990. As you can see, the class was well received even though the weather was not conducive to contemplation and study. We appreciate your support of the Professional Development Office of the ACRL.

Sincerely,

Mattye

Mattye L. Nelson
Professional Development Officer

MLN/rmp
enclosure

FILE: ce\flrsltr.lce

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ACRL Continuing Education Program - Course Evaluation Form

You will help make future courses more valuable for yourself and others by completing this form. Your responses will help ACRL in reaching an objective evaluation of its CE program.

Instructor's name Lucy Cohen

Course number and title CE 106 - Performance Evaluation: A Results-Oriented Approach

Date October 5, 1990 Place of presentation UPR- Ponce

1. How well did the course meets its stated objectives?

Completely	20( )
Somewhat	2( ) -- please answer 1a
Poorly	( ) -- please answer 1a

1a. Why?

2. How well did the course meet your own objectives and expectations?

Completely	19( )
Somewhat	3( ) -- please answer 2a
Poorly	( ) -- please answer 2a

2a. Why?

****

3. Check the appropriate category for each:

	Excellent	Good	Fair	Poor
I. Course Topic				
A. Practical Value	17	5		
B. Stimulation	20	2		
C. Depth of Coverage	17	5		
D. Comprehensiveness	18	4		
E. Adequate Material for Topic Coverage	18	4		

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	Excellent	Good	Fair	Poor
II. Course Presenter(s)				
A. Presentation				
1. Knowledge of subject	21	1		
2. Ability to get ideas across	21	1		
3. Coverage of key points	21	1		
4. Pace of presentation	20	2		
5. Speaker's voice & professional manner	21	1		
B. Preparation				
1. Organization of topic	20	2		
2. Effective use of visual aids (if used)	15	5	2	
3. Effective use of course syllabus/handouts	20	2		
C. Response To/From Class				
1. Concern for class understanding	21	1		
2. Encouragement of questions and discussion	19	3		
3. Patience and response to questions	21	1		
4. Tolerance of disagreement	22			
III. Arrangements				
1. Room	21	1		
2. Registration procedure	20	2		
IV. Overall Course				
1. Evaluate program in general	20	2		
2. Evaluate course presenter in general	21	1		

****

4. Please suggest subjects for future ACRL CE courses:

5. Other comments:

Thank You

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Continuing Education Comments Form

Instructor's Name:	Lucy Cohen
Course Number and title:	CE 106 - Performance Evaluation: A Results Oriented Approach
Date of Presentation:	October 5, 1990
Place of Presentation:	University of Puerto-Rico, Ponce

1. How well did the course meet its stated objectives?

I had many doubts regarding evaluation.

The concept of developmental evaluation was explained with clarity and there were various opportunities for application.

2. How well did the course meet <u>your own</u> objectives and expectations?

Our evaluation system is sometimes difficult to understand.

I intended to receive new ideas in dealing with the evaluation perspective.

The courses didn't specifically deal with my expectations.

I can see many opportunities to improve the performance evaluation process at my library.

4. Please suggest subjects for future ACRL CE courses.

Bibliographic instruction: Teaching methods, new techniques or ways to motivate and meet expected outcome.

5. Other comments:

Very good. She really knows what she is talking about.

Excellent presentation. Congratulations.

I enjoyed this course very much. Ms. Lucy Cohen is a very good resource. Thanks.

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Continuing Education Comments Form

The lecturer did a very good job.

Very Helpful. Thanks.

FILE: ce\cmnts106.lce

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September 24, 1990

Fay F. Flores, Director
Office of Planning and Institutional Research
University of Puerto Rico
Regional Colleges Administration
Ponce Technological University College
P.O. Box 7186
Ponce, Puerto Rico 00732

Dear Fay:

Here is a copy of the compiled evaluation forms from your September 7, 1990 presentation of CE 105 - Time Management and Conduction Effective Meetings at the University of Puerto Rico, Ponce. We are grateful that you are willing to sponsor ACRL's CE courses.

We sincerely regret the mix-up with the syllabi and hope that it did not detract from the presentation too much. We are working to make each course trouble free, as far as materials are concerned, and this has taught us a valuable lesson. But, judging from the evaluations, the course was well received.

Again, thank you for supporting the program.

Sincerely,

Mattye L. Nelson

Mattye L. Nelson
Professional Development Officer

MLN/rmp
enclosure

File: Local CE; a:florespr.ltr

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ACRL Continuing Education Program - Course Evaluation Form

You will help make future courses more valuable for yourself and others by completing this form. Your responses will help ACRL in reaching an objective evaluation of its CE program.

Instructor's name Thomas McNally

Course number and title CE 105 - Time Management and Conducting Effective Meetings

Date September 7,1990 Place of presentation UPR - Ponce

1. How well did the course meets its stated objectives?

Completely	22( )
Somewhat	( ) -- please answer 1a
Poorly	( ) -- please answer 1a

1a. Why?

2. How well did the course meet your own objectives and expectations?

Completely	21 ( )
Somewhat	1 ( ) -- please answer 2a
Poorly	( ) -- please answer 2a

2a. Why?

****

3. Check the appropriate category for each:

	Excellent	Good	Fair	Poor
I. Course Topic				
A. Practical Value	19	3	___	___
B. Stimulation	15	7	___	___
C. Depth of Coverage	13	9	___	___
D. Comprehensiveness	18	4	___	___
E. Adequate Material for Topic Coverage	11	11	___	___

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	Excellent	Good	Fair	Poor
II. Course Presenter(s)				
A. Presentation				
1. Knowledge of subject	22			
2. Ability to get ideas across	20	2		
3. Coverage of key points	27	5		
4. Pace of presentation	27	5		
5. Speaker's voice & professional manner	22			
B. Preparation				
1. Organization of topic	19	3		
2. Effective use of visual aids (if used)	8	14		
3. Effective use of course syllabus/handouts	17	4		
C. Response To/From Class				
1. Concern for class understanding	16	6		
2. Encouragement of questions and discussion	11	11		
3. Patience and response to questions	16	6	1	
4. Tolerance of disagreement	15	7	1	
III. Arrangements				
1. Room	16	6		
2. Registration procedure	16	6		
IV. Overall Course				
1. Evaluate program in general	20	2		
2. Evaluate course presenter in general	18	4		

****

4. Please suggest subjects for future ACRL CE courses:

5. Other comments:

Thank You

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ACRL Continuing Education Program - Comments Form

Instructor's name Thomas McNally

Course number and title CE 105 - Time Management and Conducting Effective Meetings

Date September 7, 1990 Place of Presentation UPR -Ponce

1. How well did the course meet its stated objectives? Why?

It dealt with the main topics covered.

2. How well did the course meet your own objectives and expectations? 2a. Why?

Because I am going to apply this material in my life and in my job.

4. Please suggest subjects for future ACRL CE courses:

Library Instruction.

Library Automation: training and problem solving.

A course on "biblioteconomic" or the economics of running a library on a meager budget.

Other comments:

Bring CE 202 to Puerto Rico.

I enjoyed the "Time management" part very much. I learned a lot about organizing myself. I think I will be more conscious of how I spend my time at work.

I like the way you (Tom McNally) conduct the workshop. You sense of humor and your kindness impress me. It was a very useful workshop, it will help me in my job, thanks.

Excellent seminar in which new and realizable ideas were suggested.

consider eliminating P.M. video. Offer more opportunity for participation: make it more active. Follow-up activities with discussion about what was done and why.

This workshop provided me with the opportunity to think about how to do more with my time without the stress.

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ACRL Continuing Education Program - Comments Form

The course was excellent but I think you may need a more interesting video.

I suggest you update your video.

Thomas McNally is a professional in the art of time management, control of groups and the material of the conference. Congratulations Mr. McNally.

Ref: ACRL Local CE; a:comm-105.pr

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ACRL Professional Development
Course Evaluation Responses

Course: Accommodating Change Through Training and Education: A Resource Guide and Workshop for Librarians

Date: 1/25/91 Place of presentation: Puerto Rico, UPR

Question: How well did the course meet its stated objectives? Why?

Answers: "Yes, I learned about change in the library."

Question: How well did the course meet your own objectives and expectations?

Answer: "I learned about developmental programs that can be carried out in the library."

"Timely."

Question: Please suggest subjects for future ACRL CE courses:

Answer: "Bibliographic Instruction Techniques"

"Bibliographic Instruction, Library Automation"

"Library Instruction and Bibliographic Instruction"

Other Comments:

"Very useful in creating awareness of possible resistance, and in suggesting strategies."

"Excellent!" "Thank you!"

"A very good workshop. Thanks."

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ACRL Continuing Education Program - Course Evaluation Form

You will help make future courses more valuable for yourself and others by completing this form. Your responses will help ACRL in reaching an objective evaluation of its CE program.

Instructor's name Pat Weaver-Meyers

Course number and title Accommodating Change Through Training and Education: A Resource Guide...

Date 1/25/91 Place of presentation Puerto Rico

1. How well did the course meets its stated objectives?

Completely	18 ( )
Somewhat	( ) -- please answer 1a
Poorly	( ) -- please answer 1a

1a. Why?

2. How well did the course meet your own objectives and expectations?

Completely	17 ( )
Somewhat	( ) -- please answer 2a
Poorly	( ) -- please answer 2a

2a. Why?

****

3. Check the appropriate category for each:

	Excellent	Good	Fair	Poor
I. Course Topic				
A. Practical Value	14	4		
B. Stimulation	11	7		
C. Depth of Coverage	9	9		
D. Comprehensiveness	9	9		
E. Adequate Material for Topic Coverage	15	2	1	

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A. Presentation

1. Knowledge of subject	18	1		
2. Ability to get ideas across	16	3		
3. Coverage of key points	17	2		
4. Pace of presentation	15	4		
5. Speaker's voice & professional manner	12	7		

B. Preparation

1. Organization of topic	18	1		
2. Effective use of visual aids (if used)	10	8		
3. Effective use of course syllabus/handouts	11	7		

C. Response To/From Class

1. Concern for class understanding	14	5		
2. Encouragement of questions and discussion	13	6		
3. Patience and response to questions	14	5		
4. Tolerance of disagreement	15	4		

III. Arrangements

1. Room	12	7		
2. Registration procedure	15	4		
3. Helpfulness of ACRL staff	13	5		

IV. Overall Course

1. Evaluate program in general	14	4		
2. Evaluate course presenter in general	15	3		

****

4. How did you hear about this course?

ALA Preliminary Program ____
Promotional mailing 3
College & Research Libraries News ____
American Libraries ____
Colleague told me about it 5
Other (specify) 3

5. Please suggest subjects for future ACRL CE courses:

6. Other comments:

Thank You

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MEMORANDUM

TO: Fay F. Flores

FROM: Mattye Nelson

DATE: February 13, 1991

RE: Course Evaluation Responses

Here are the responses from the question on the evaluation form for CE 118 - Improving Organizational Communication that was presented on February 4, 1991 in Ponce, Puerto Rico.

Question: How well did the course meet its stated objectives?

Answers: It addressed many aspects of communication and provided opportunity to develop ideas to improve communication.

"It covered all the items outlined."

"It gave all the elements necessary to improve organizational communication. Almost all problems were listed."

Question: How well did the course meet your own objectives and expectation?

Answers: "Expanded my view of the subject."

"Helpful and adequate coverage for the time available."

Comment: Please suggest subjects for future ACRL courses:

Suggestions: "Ethics and Academic Librarians"

"Bibliographic Instruction and Library Automation"

"Librarians who have other interests, art, music; the way to integrate those interests or abilities to library profession."

Other Comments:

"One of the best courses! Maureen is an excellent resource. Best wishes!"

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Other Comments:

"Thank you."

"Excellent! Will be very useful."

"Excellent course!"

"I wish the congratulate Prof. Sullivan for her excellent presentation which I consider to be the best so far, along with her first workshop. The way she stimulated full participation os really wonderful and this accounts for her success. We look forward to having the privilege of meeting with her again."

"An excellent workshop! Congratulations!"

cc: Mattye Nelson
Maureen Sullivan

FILE: CE 118 evaluation comments
(Local CE/118prcom)

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ACRL Continuing Education Program - Course Evaluation Form

You will help make future courses more valuable for yourself and others by completing this form. Your responses will help ACRL in reaching an objective evaluation of its CE program.

Instructor's name Maureen Sullivan

Course number and title CE 118 - Improving Organizational Communication

Date February 4, 1991 Place of presentation Univ. Puerto Rico - Ponce

1. How well did the course meets its stated objectives?

Completely	19 ( )
Somewhat	( ) -- please answer 1a
Poorly	( ) -- please answer 1a

1a. Why?

2. How well did the course meet your own objectives and expectations?

Completely	19 ( )
Somewhat	( ) -- please answer 2a
Poorly	( ) -- please answer 2a

2a. Why?

****

3. Check the appropriate category for each:

	Excellent	Good	Fair	Poor
I. Course Topic				
A. Practical Value	19	___	___	___
B. Stimulation	19	___	___	___
C. Depth of Coverage	14	5	___	___
D. Comprehensiveness	16	3	___	___
E. Adequate Material for Topic Coverage	17	2	___	___

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Illinois 800-545-2444
Canada 800-545-2455
FAX 312-440-9374

II. Course Presenter(s)	Excellent	Good	Fair	Poor
A. Presentation				
1. Knowledge of subject	19			
2. Ability to get ideas across	19			
3. Coverage of key points	18	1		
4. Pace of presentation	17	2		
5. Speaker's voice & professional manner	19			
B. Preparation				
1. Organization of topic	16	3		
2. Effective use of visual aids (if used)	13	5		
3. Effective use of course syllabus/handouts	14	3		
C. Response To/From Class				
1. Concern for class understanding	19			
2. Encouragement of questions and discussion	18	1		
3. Patience and response to questions	19			
4. Tolerance of disagreement	19			
III. Arrangements				
1. Room	13	5		
2. Registration procedure	14	4		
3. Helpfulness of ACRL staff	n/a	n/a		
IV. Overall Course				
1. Evaluate program in general	19			
2. Evaluate course presenter in general	18	1		

There was no response to the following question because they were not on the form.

4. How did you hear about this course?

ALA Preliminary Program ____ American Libraries ____
Promotional mailing ____ Colleague told me about it ____
College & Research Libraries News ____ Other (specify) _____

5. Please suggest subjects for future ACRL CE courses:

6. Other comments:

Thank You

APPENDIX 14

SUMMARY OF FOLLOW-UP EVALUATIONS
LIBRARY MANAGEMENT INSTITUTE

COURSE: 101 - Librarians as Supervisors
DATE: August 16, 1990

TOTAL QUESTIONNAIRES: 23

ASPECTS		*5*	*4*	*3*	*2*	*1*	*N/ANS*	$\bar{X}$
OVERALL ORGANIZATION	f	18	5					4.8
	%	78.3	21.7					
GENERAL SCOPE COVERAGE	f	19	4					4.8
	%	82.6	17.4					
PRESENTER/SPEAKER'S EXPERTISE/KNOWLEDGE OF THE TOPIC	f	22	1					5.0
	%	95.7	4.3					
PRESENTER/SPEAKER'S ABILITY TO COMMUNICATE CLEARLY	f	19	4					4.8
	%	82.6	17.4					

ASPECTS		*YES*	*NO*	*N/ANS*
ASPECTS OF TRAINING IN ACTUAL USE?	f	18	5	
	%	78.3	21.7	
PLAN TO PUT ASPECTS IN USE IN THE FUTURE?	f	4		19
	%	17.4		82.6

Scale:

1. Poor
2. Needs Improvement
3. Average
4. Above average
5. Excellent

SUMMARY OF FOLLOW-UP EVALUATIONS
LIBRARY MANAGEMENT INSTITUTE

COURSE: 102 - Improving Job Performance
DATE: August 17, 1990

TOTAL QUESTIONNAIRES: 20

ASPECTS		*5*	*4*	*3*	*2*	*1*	*N/ANS*	$\bar{X}$
OVERALL ORGANIZATION	f	17	2	1				4.8
	%	85.0	10.0	5.0				
GENERAL SCOPE COVERAGE	f	16	4					4.8
	%	80.0	20.0					
PRESENTER/SPEAKER'S EXPERTISE/KNOWLEDGE OF THE TOPIC	f	17	2	1				4.8
	%	85.0	10.0	5.0				
PRESENTER/SPEAKER'S ABILITY TO COMMUNICATE CLEARLY	f	15	4	1				4.7
	%	75.0	20.0	5.0				

ASPECTS		*YES*	*NO*	*N/ANS*
ASPECTS OF TRAINING IN ACTUAL USE?	f	10	10	
	%	50.0	50.0	
PLAN TO PUT ASPECTS IN USE IN THE FUTURE?	f	9		11
	%	45.0		55.0

Scale:

1. Poor
2. Needs Improvement
3. Average
4. Above average
5. Excellent

SUMMARY OF FOLLOW-UP EVALUATIONS
LIBRARY MANAGEMENT INSTITUTE

COURSE: 116 - Understanding Conflict in the Library
DATE: August 23, 1990

TOTAL QUESTIONNAIRES: 23

ASPECTS		*5*	*4*	*3*	*2*	*1*	*N/ANS*	$\bar{X}$
OVERALL ORGANIZATION	f	18	4	1				4.7
	%	78.3	17.4	4.3				
GENERAL SCOPE COVERAGE	f	17	5	1				4.7
	%	73.9	21.7	4.3				
PRESENTER/SPEAKER'S EXPERTISE/KNOWLEDGE OF THE TOPIC	f	16	7					4.7
	%	69.6	30.4					
PRESENTER/SPEAKER'S ABILITY TO COMMUNICATE CLEARLY	f	11	11	1				4.4
	%	47.8	47.8	4.3				

ASPECTS		*YES*	*NO*	*N/ANS*
ASPECTS OF TRAINING IN ACTUAL USE?	f	10	11	2
	%	43.5	47.8	8.7
PLAN TO PUT ASPECTS IN USE IN THE FUTURE?	f	10		13
	%	43.5		56.5

Scale:

1. Poor
2. Needs Improvement
3. Average
4. Above average
5. Excellent

SUMMARY OF FOLLOW-UP EVALUATIONS
LIBRARY MANAGEMENT INSTITUTE

COURSE: 107 - Managing Student Workers in Academic Libraries
DATE: August 24, 1990

TOTAL QUESTIONNAIRES: 24

ASPECTS		*5*	*4*	*3*	*2*	*1*	*N/ANS*	$\bar{X}$
OVERALL ORGANIZATION	f	21	3					4.9
	%	87.5	12.5					
GENERAL SCOPE COVERAGE	f	21	3					4.9
	%	87.5	12.5					
PRESENTER/SPEAKER'S EXPERTISE/KNOWLEDGE OF THE TOPIC	f	22	2					4.9
	%	91.7	8.3					
PRESENTER/SPEAKER'S ABILITY TO COMMUNICATE CLEARLY	f	15	9					4.6
	%	62.5	37.5					

ASPECTS		*YES*	*NO*	*N/ANS*
ASPECTS OF TRAINING IN ACTUAL USE?	f	16	7	1
	%	66.7	29.2	4.2
PLAN TO PUT ASPECTS IN USE IN THE FUTURE?	f	7		17
	%	29.2		70.8

Scale:

1. Poor
2. Needs Improvement
3. Average
4. Above average
5. Excellent

SUMMARY OF FOLLOW-UP EVALUATIONS
LIBRARY MANAGEMENT INSTITUTE

COURSE: 105 - Time Management and Conducting
DATE: September 7, 1990

TOTAL QUESTIONNAIRES: 20

ASPECTS		*5*	*4*	*3*	*2*	*1*	*N/ANS*	$\bar{X}$
OVERALL ORGANIZATION	f	10	8	2				4.4
	%	50.0	40.0	10.0				
GENERAL SCOPE COVERAGE	f	14	3	3				4.5
	%	70.0	15.0	15.0				
PRESENTER/SPEAKER'S EXPERTISE/KNOWLEDGE OF THE TOPIC	f	13	6	1				4.6
	%	65.0	30.0	5.0				
PRESENTER/SPEAKER'S ABILITY TO COMMUNICATE CLEARLY	f	9	9	2				4.4
	%	45.0	45.0	10.0				

ASPECTS		*YES*	*NO*	*N/ANS*
ASPECTS OF TRAINING IN ACTUAL USE?	f	14	6	
	%	70.0	30.0	
PLAN TO PUT ASPECTS IN USE IN THE FUTURE?	f	7	2	
	%	35.0	10.0	

Scale:

1. Poor
2. Needs Improvement
3. Average
4. Above average
5. Excellent

SUMMARY OF FOLLOW-UP EVALUATIONS
LIBRARY MANAGEMENT INSTITUTE

COURSE: 106 - Performance Evaluation
DATE: October 5, 1990

TOTAL QUESTIONNAIRES: 21

ASPECTS		*5*	*4*	*3*	*2*	*1*	*N/ANS*	$\bar{X}$
OVERALL ORGANIZATION	f	20	1					4.9
	%	95.2	4.8					
GENERAL SCOPE COVERAGE	f	16	5					4.8
	%	76.2	23.8					
PRESENTER/SPEAKER'S EXPERTISE/KNOWLEDGE OF THE TOPIC	f	19	2					4.9
	%	90.5	9.5					
PRESENTER/SPEAKER'S ABILITY TO COMMUNICATE CLEARLY	f	17	4					4.8
	%	81.0	19.0					

ASPECTS		*YES*	*NO*	*N/ANS*
ASPECTS OF TRAINING IN ACTUAL USE?	f	8	13	
	%	38.1	61.9	
PLAN TO PUT ASPECTS IN USE IN THE FUTURE?	f	13		8
	%	61.9		38.1

Scale:

1. Poor
2. Needs Improvement
3. Average
4. Above average
5. Excellent

SUMMARY OF FOLLOW-UP EVALUATIONS
LIBRARY MANAGEMENT INSTITUTE

COURSE: Accommodating Change through Staff Development
DATE: January 25, 1991

TOTAL QUESTIONNAIRES: 19

ASPECTS		*5*	*4*	*3*	*2*	*1*	*N/ANS*	$\bar{X}$
OVERALL ORGANIZATION	f	16	3					4.8
	%	84.2	15.8					
GENERAL SCOPE COVERAGE	f	13	6					4.7
	%	68.4	31.6					
PRESENTER/SPEAKER'S EXPERTISE/KNOWLEDGE OF THE TOPIC	f	16	3					4.8
	%	84.2	15.8					
PRESENTER/SPEAKER'S ABILITY TO COMMUNICATE CLEARLY	f	16	3					4.8
	%	84.2	15.8					

ASPECTS		*YES*	*NO*	*N/ANS*
ASPECTS OF TRAINING IN ACTUAL USE?	f	8	11	
	%	42.1	57.9	
PLAN TO PUT ASPECTS IN USE IN THE FUTURE?	f	11		8
	%	57.9		42.1

Scale:

1. Poor
2. Needs Improvement
3. Average
4. Above average
5. Excellent

SUMMARY OF FOLLOW-UP EVALUATIONS
LIBRARY MANAGEMENT INSTITUTE

COURSE: 118 - Improving Organizational Communication
DATE: February 4, 1991

TOTAL QUESTIONNAIRES: 14

ASPECTS		*5*	*4*	*3*	*2*	*1*	*N/ANS*	$\bar{X}$
OVERALL ORGANIZATION	f	13	1					4.9
	%	92.9	7.1					
GENERAL SCOPE COVERAGE	f	10	71.4					4.7
	%	4	28.6					
PRESENTER/SPEAKER'S EXPERTISE/KNOWLEDGE OF THE TOPIC	f	14						5.0
	%	100						
PRESENTER/SPEAKER'S ABILITY TO COMMUNICATE CLEARLY	f	13	1					4.9
	%	92.9	7.1					

ASPECTS		*YES*	*NO*	*N/ANS*
ASPECTS OF TRAINING IN ACTUAL USE?	f	7	7	
	%	50.0	50.0	
PLAN TO PUT ASPECTS IN USE IN THE FUTURE?	f	7		7
	%	50.0		50.0

Scale:

1. Poor
2. Needs Improvement
3. Average
4. Above average
5. Excellent

SUMMARY OF FOLLOW-UP EVALUATIONS
LIBRARY MANAGEMENT INSTITUTE

COURSE: General
DATE:

TOTAL QUESTIONNAIRES: 164

ASPECTS		*5*	*4*	*3*	*2*	*1*	*N/ANS*	$\bar{X}$
OVERALL ORGANIZATION	f	133	2.7	4				4.8
	%	81.1	16.5	2.4				
GENERAL SCOPE COVERAGE	f	126	34	4				4.7
	%	76.8	20.7	2.4				
PRESENTER/SPEAKER'S EXPERTISE/KNOWLEDGE OF THE TOPIC	f	139	23	2				4.8
	%	84.8	14.0	1.2				
PRESENTER/SPEAKER'S ABILITY TO COMMUNICATE CLEARLY	f	115	45	4				4.7
	%	70.1	27.4	2.4				

ASPECTS		*YES*	*NO*	*N/ANS*
ASPECTS OF TRAINING IN ACTUAL USE?	f	91	70	3
	%	55.5	42.7	1.8
PLAN TO PUT ASPECTS IN USE IN THE FUTURE?	f	68	2	94
	%	41.5	1.2	57.3

Scale:

1. Poor
2. Needs Improvement
3. Average
4. Above average
5. Excellent

NUMBER OF QUESTIONNAIRES ANSWERED BY COURSE

COURSE	*NUMBER OF QUESTIONNAIRES*	*PERCENT*
101 - Librarians as Supervisors	23	14.0
102 - Improving Job Performance	20	12.2
105 - Time Management and Conducting Effective Meetings	20	12.2
106 - Performance Evaluation	21	12.8
107 - Managing Student Workers in Academic Libraries	24	14.6
116 - Understanding Conflict in the Library	23	14.0
118 - Improving Organizational Communication	14	8.5
Accommodating Change through Staff Development	19	11.6
TOTAL	*164*	*100.0*

APPENDIX 15

FOLLOW-UP EVALUATIONS

ASPECTS OF WORKSHOPS USED BY PARTICIPANTS

CE 101: Librarians as Supervisors

1. I have clarified objectives for the department and for staff members. I feel I'm getting organized better by setting up priorities and delegating responsibilities which I previously tried to handle by myself. The course was valuable help to me.

2. Although I don't have many people under my supervision, I have been setting priorities on tasks done at my section and began delegating things and tasks I felt I should delegate.

3. Develop a plan for delegation within the Committee structure of our library.

4. Although I didn't know that they were management techniques, I had already been practising many of them.

5. Give participants on library instruction activities to increase motivation. Encourage team approach to teach library skills and to develop workshops for the faculty.

6. Paraphrasing. More attention to delegating and coaching.

7. Trying to establish a climate for motivation. I learned to delegate in other persons. Guidelines for effective listening.

8. I have adapted some forms used as examples. I'm more conscious of areas that need to be improved.

9. Materials distributed during the seminar are very useful.

10. I listen to new ideas. I delegate some jobs in others. I try to be more organized.

11. Share ideas about tasks. Share credit with peers. Share planning. I am going to put into practice other ideas that I have learned in the workshop.

12. I'm trying to help the library director in analyzing and in presenting different solutions to the problems that we face in the analysis and in presenting different solutions to the problems that we face in the section.

13. Acting to resolve conflict. Using time effectively.

14. I have learned to set priorities, all the duties that are not so important or that require less knowledge and skills are properly delegated.

15. Bring the opportunities to describe my personal priorities and recognize the skills required for effective supervision.

16. The course made me more capable of dealing with persons with disruptive behavior in the area I supervise. It improved my ability to resolve problems and made me aware of the importance of maintaining good group climate.

CE 102: Improving Job Performance

1. I identified a problem of communication and I resolved it by speaking with the staff about the problem; together we found the solutions.

2. The material distributed.

3. I plan once or twice a week what are the priorities in my works and what I'm going to do during the week.

4. Communication skills; dealing with conflicts.

5. Promote a climate for problem discussion and problem solving with a staff member or with a group. Start the periodic planning conference.

6. I have given the opportunity to learn new things to a "deadwood" employee and asked him for more help.

7. I communicate more often with all library staff. I understand better my colleagues' responsibilities and encourage them to assume them, as well as their rights to improve job performance.

8. Set performance objectives for the year with one employee. I will assess job training needs.

9. In the case of a new employee whose performance was not as expected, a plan was developed to clarify responsibilities and provide training.

CE 107: Managing Student Workers in Academic Libraries

1. We organized a student worker workshop. They liked it.

2. We have refined job descriptions.

3. We give greater emphasis to evaluation of student workers and let them know how important it is for them.

4. I explained to every person in charge of each section to see the student worker as an employee, and to make them understand their tasks (duties) and responsibilities.

5. All student workers receive a welcoming letter which states our expectations and the importance of their work. Interview with me to discuss letter and receive job description. Employment agreement with schedule responsibilities.

6. I talked with new student workers about the importance of their work with us. Almost every suggestion in the seminar is already in use in my area.

7. Job descriptions; ideas for evaluation.

8. I used 90% of the aspects of this workshop. Our student assistants received a workshop in October.

9. The student employee workshop.

10. Selection, training and supervision. Identification of dilemmas. Revision of opportunities to interact.

11. I use more formality in the management and supervision of student workers. I gave the manual of the student workers to the new students assigned to my work area.

12. I wrote down the important points of the workshop and distributed the information to the rest of the staff that deals with student assistants. I established priorities in tasks performed in my area to determine which tasks could be done by my students and which could not.

13. Organization of student assistants for efficiency of services. Training student assistants for improved performance.

14. Our library made a student workshop.

15. The course gives the opportunity to implement the motivation in the role of the student. The importance of the student in the work place.

16. This course made me conscious of the importance of making the student workers understand their role at the library, the tasks assigned to them, and the importance of their work for the benefit of all library operations.

CE 116: Understanding Conflict in Libraries

1. Tried to make meetings more effective.

2. More attentive to positive aspects of conflict.

3. Resolving problems between peers by generating alternatives.

4. Open communication with Library Director.

5. In the decision-making process (in all aspects).

6. I have come to an understanding that there is benefit in conflicts and how to deal with them.

7. Use the model of the conflict management process to evaluate my position and my communication strategy in a conflict with staff members.

8. Problem solving and decision making. Compromise and collaboration have been easier for me after the workshop. Meetings are being conducted more effectively because of better organization and planning. I have been able to solve a problem which had me worried for a long time and so far the decision I made has been the best under the circumstances.

9. Organization and planning of meetings.

10. Some of the pointers on effective meetings; enriched problem-solving.

11. The course gave me the opportunity to detect or identify some real problems, determine their causes and choose the best solution (for example, with some problem people that do not accept supervisor's orders).

12. The course provided the opportunity to clarify a problem and find the solution.

CE 106: Performance Evaluation

1. I am using action plans with a difficult staff member.

2. We updated job descriptions and improved them.

3. We discussed this workshop at a full staff meeting. Staff was receptive.

4. I have used many: action plans, evaluation techniques (performance appraisal), effective communication methods, new approaches to negative behavior in employees.

5. Revision and discussion of action plans with each supervisor in realistic terms, definition of job responsibilities for some employees who apparently needed clarification of their duties; evaluation of performance taking into consideration aspects which hadn't been measured before in previous evaluations (standards and indicators were not previously defined for the employee).

6. We began a new project in the catalog section. The two cataloguers will catalog 5 books (each one) to minimize the backlog. In May I will be able to evaluate this project.

7. I have emphasized the importance of having objectives met during the evaluation of individual staff members.

8. We are restructuring our evaluation process incorporating the techniques of performance evaluation.

9. Using objectives to improve performance.

10. Use the experience to compare with our formal system of evaluation. Present recommendations to our system.

CE 105: Time Management and Conducting Effective Meetings

1. In the organization and planning of my tasks and my personal life. In the communication with my friends.

2. List of things to do.

3. Planning time, dealing with correspondence and paper work.

4. Both time management and meeting organization.

5. Daily planner of activities which require priority. Submit agenda previous to staff meetings; have more participation and make it a point to clarify doubts and keep everyone informed. Prioritize jobs to be done: I have helped staff members to be conscious of this need.

6. I prepare an agenda for meetings and for daily activities.

7. Use of a meeting planner in order to conduct a meeting in a short period of time (one hour or one hour and a half).

8. Actually I apply in my work and my personal life the rules of time management.

9. Recognizing my personal goal in all aspects of my life and establish priorities.

10. I was able to design a time schedule to program myself for my daily duties.

11. "Things to do" forms, priorities, blocks of time for phone calls; better agendas for meetings.

12. This course was a great help to me in the sense of identifying some time problems in my work area; the importance of establishing short and long

term goals, to establish priorities in terms of the goals, and a better time management for me and for other personnel under my supervision.

13. The course gave me the opportunity to recognize the importance of establishing goals and setting priorities, identify techniques for managing their time on a daily basis and ways to help others manage their time.

Accommodating Change through Staff Development

1. I offered orientation to prepare the personnel for library automation.

2. We are discussing how to apply the techniques to future automation project.

3. We are in the process of automating our procedures. This course has been very useful in helping me to deal with resistance to change and confusion about technological innovations.

4. New charging procedures.

5. Workshops for staff on library automation priorities.

6. The Library Professional Improvement Committee developed a series of workshops to train the library staff in the use of NOTIS terminals and NOTIS Information Services. The Staff Development Model was evaluated.

CE 118: Improving Organizational Communication

1. Trying to be more specific in instructions or other library situations. Trying to be a better listener; to help students in developing their self-concept.

2. By letting the personnel know what is expected and how useful their contributions will be in order to guide the library to its goals.

3. Give feedback more promptly. Trying to be more aware of the tips given in the workshop.

4. Listening skills; feedback.

5. I am trying to be more cautious in my "body language" in communicating with others; I try to give feedback promptly and I'm open to receiving feedback myself. I listen for feelings as well as words, and I ask staff members to sum up instructions I have given them in order to make sure they understand.

6. I have improved the communication skills with the workshop.

7. Use of opinion leaders to promote change among faculty integrating library instruction in their courses. Improving effective listening. Use of information to promote trust in library automation process.

8. Communication climate using brainstorming techniques and meetings with small groups i.e. reference staff, serials staff.

9. We met to discuss the course and to see which aspects were important to our library. We spoke of pet peeves, negative feedback, etc. We practiced negative feedback.

APPENDIX 16

FOLLOW-UP EVALUATIONS
ADDITIONAL COMMENTS

CE: 101 Librarians as Supervisors

1. I wish to congratulate Professor Sullivan for her approach and the techniques she used in class to get everyone involved in class discussion.

2. The communication strategy developed by the course instructor was excellent.

3. I needed this workshop to get ideas on how to involve the staff in the development of the library instruction program.

4. The workshop helped me renew and expand concepts about supervisor. Maureen is an excellent instructor.

5. Many things can be and need to be done in our library. I am not a supervisor and it's not easy for me to implement some excellent ideas suggested in the seminar.

6. This workshop is very important and other librarians in Puerto Rico need this information.

7. Excellent opportunity to improve performance.

8. An excellent workshop.

9. I can't change the physical facilities, bureaucracy and old people manners (not yet).

10. The workshop was very interesting. It helped me in my self improvement and development.

CE 102: Improving Job Performance

1. In my personal opinion, the course was very interesting and the person who offered it was very good.

2. A very interesting workshop with many new ideas that can be put [into practice].

3. If the opportunity arises, I'm sure I will use the knowledge acquired.

4. I think I'm more open-minded now and listen to others.

5. I am planning to use the contents of this course to improve overall performance and improve morale.

CE: 107: Managing Student Workers in Academic Libraries

1. Got good ideas.
2. I liked this course. I learned a lot of things, though I'm not able to change and apply them here.
3. Excellent results. Students felt satisfied with new approach.
4. In the seminar I realized I came from an institution where the management of student workers is carried on in an almost excellent way, and always treating them as intelligent people and demanding from them what they can really give.
5. Very helpful.
6. All the information was very important for me. Thanks!
7. The workshop was very helpful for my professional development, especially as a student worker supervisor.
8. It could be a great idea to give a workshop not for students' supervisors but to student assistants. Maybe this could help them to visualize their importance with the organization.
9. Very useful!

CE 116: Understanding Conflict in Libraries

1. Very good!
2. It was a useful workshop because I learned that it's okay to have conflict in the library, that there are ways of improving relationships although there may be differences. I think I learned to be more tolerant.
3. It was an interesting course.
4. In a system like ours it's very had to manage conflicts. Some people seem to work for themselves, and think all the others are the same. Ignoring and ridiculing exist constantly between peers, and policies and procedures are for some people and situations, not for all the same. In meetings, all agree on something suggested to solve a problem, and five minutes later are questioning the decision taken.
5. The subject was very important and interesting.

6. Workshop manual is excellent. Presenters should follow it closely.

7. Everything seems easier for me after the workshops. As a library director, it was refreshing for me to get new ideas and approaches to old problems. Undoubtedly, the speakers' expertise is evident and very helpful.

8. The workshop was helpful for my professional development.

9. It also made me aware of some of my own conflict resolution techniques and the fact that they could be improved in many situations.

10. The course was really interesting and useful.

CE 106: Performance Evaluation

1. Helpful!

2. Inspiring.

3. The workshop has been a unique opportunity that has been of great benefit to many local librarians.

4. In my opinion, this was the best workshop of the series. I obtained great benefit as a supervisor and I'm sure I'll try my best to keep in mind the recommendations and suggestions offered.

5. So far, all the workshops attended have proven to be extremely useful.

6. We are on the way to develop a new system of performance evaluation according to the topics or ideas presented in the course.

7. Very helpful!

CE 105: Time Management and Conducting Effective Meetings

1. The speaker did a good job. Video show was not effective since the English [accent] was very difficult to understand.

2. Needs improvement of course handbook and instructional materials used (especially video).

3. The workshop was definitely very helpful. I hope to keep on [trying] to improve myself and help others no well.

4. The workshop was very organized. The content was presented clearly. The scope was very helpful for my professional development.

5. The materials from Time Management Center and the Time Saver Meeting Planner and the Meeting Planning Checklist are good for a person with multiple meetings per week.

6. This seminar was one of the best. The suggestions and recommendations given both for conducting effective meetings and for time management were excellent.

7. It teaches how to be practical.

8. The themes of this course were of great importance and value for all librarians.

Accommodating Change through Staff Development

1. The workshop was very helpful for my professional improvement.

2. I haven't found resistance to change. Our staff is receptive to innovations and personnel (professional) improvement. Nevertheless, I'm more conscious of the various categories (adapter) and of the strategies to be used since I attended the workshop. We do need more support from administrators, additional resources and incentives for staff members who are very cooperative.

CE 118: Improving Organizational Communication

1. Although I haven't yet put into practice all that I learned, I have evaluated the communication in my work area. I believe it should be improved with effective methods of direct communication, written communication, telephone calls, etc.

2. The workshop has helped me to improve interpersonal communication skills. I'm more conscious of the need to establish an effective climate of communication through feedback to staff as well as the need to be a good listener.

3. Very good and timely.

4. Very useful and stimulating! Speaker was excellent.

APPENDIX 17

APPENDIX 18

APPENDIX 17

UNIVERSITY OF PUERTO RICO - PONCE

NORM COMPARISONS:
Org. Level: WHITE COLLAR, FIRST-LINE
Function: PROFESSIONAL/TECHNICAL

MEAN OF
ALL RESPONDENTS IN ORGANIZATION

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 71

PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100 What percent of groups like yours are you better than? At the same: REPORTING LEVEL	Other Norms F JOB	ORG	Mean (Like) Now	Percent Answering 1 2 3 4 5	Prev Mean	Change
ORGANIZATION CLIMATE							
Guidance System							
Communication Flow	66	63		3.04		2.75	+0.29 *
Decision Making Practices	59	55		2.69		2.64	+0.05
Concern for People	35	28		2.85		2.69	+0.16
Influence and Control	79	83		3.11		3.02	+0.09
Job Design							
Job Challenge	70	74		3.67		3.61	+0.06
Job Reward	43	37		2.62		2.64	-0.02
Job Clarity	43	39		3.36		3.23	+0.13
Shape							
Organization of Work	58	56		3.15		3.01	+0.14
Absence of Bureaucracy	35	73		3.21		3.18	+0.03
Coordination	62	59		3.11		2.95	+0.16
Coordination Moderator							
Work Interdependence	25			3.06		2.93	+0.13
SUPERVISORY LEADERSHIP							
Support	53	55		(4.70) 4.07		3.67	+0.40 *
Team Building	63	73		(4.67) 3.73		3.36	+0.37 *
Goal Emphasis	45	51		(4.62) 3.70		3.37	+0.33 *
Work Facilitation	72	78		(4.66) 3.63		3.34	+0.29 *
Encouragement of Participation	75	75		3.55		3.34	+0.21

UNIVERSITY OF PUERTO RICO - PONCE

NORM COMPARISONS:
Org. Level: WHITE COLLAR, FIRST-LINE
Function: PROFESSIONAL/TECHNICAL

MEAN OF
ALL RESPONDENTS IN ORGANIZATION

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 71

PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Perceived Causes of Supervisory Leadership										
Interpersonal Competence	55	57	3.69						3.34	+0.35 *
Involvement	56	56	3.58						3.34	+0.24
Administrative Scope	57	60	3.60						3.37	+0.23
PEER RELATIONSHIPS										
Support	70	71	(4.64) 4.12						3.86	+0.26 *
Team Building	83	88	(4.61) 3.84						3.35	+0.49 *
Goal Emphasis	76	79	(4.69) 3.77						3.57	+0.20
Work Facilitation	84	85	(4.68) 3.70						3.41	+0.29 *
END RESULTS										
Group Functioning	71	74	3.84						3.62	+0.22
Goal Integration (*)	72	71	2.88						2.45	+0.43 *
Satisfaction	49	46	3.53						3.30	+0.23
Group Performance			4.16						4.08	+0.08
Individual Performance			4.30						4.37	-0.07

(*) NOTE: This index is calculated using a special formula

UNIVERSITY OF PUERTO RICO - PONCE

NORM COMPARISONS:
Org. Level: WHITE COLLAR, FIRST-LINE
Function: PROFESSIONAL/TECHNICAL

MEAN OF
ALL RESPONDENTS IN ORGANIZATION

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 71

PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
ORGANIZATION CLIMATE	What percent of groups like yours are you better than?									
Guidance System	At the same: REPORTING LEVEL	JOB ORG								
Communication Flow	66	63	3.04						2.75	+0.29 *
5 Is the information your work group gets about what is going on in other departments or units adequate	72	72	2.85	13	27	31	23	7	2.51	+0.34 *
6 Does this organization tell your work group what it needs to know to do the best possible job	59	56	3.11	11	14	38	25	11	2.90	+0.21
7 Are people above your supervisor receptive to ideas and suggestions coming from your work group	60	59	3.17	13	8	41	25	13	2.85	+0.32 *
Decision Making Practices	59	55	2.69						2.64	+0.05
11 When decisions are being made, are the persons affected asked for their ideas	59	56	2.66	17	31	27	20	6	2.59	+0.07
12 Is information widely shared in this org. so that those who make decisions have access to such knowledge	55	53	2.71	15	21	41	15	4	2.72	-0.01
Concern for People	35	28	2.65						2.69	+0.16
8 Does this organization have a real interest in the welfare and overall satisfaction of those who work here	48	39	2.99	15	14	35	24	10	2.80	+0.19
9 Does this organization try to improve working conditions	34	33	2.86	13	20	41	23	4	2.59	+0.27 *
10 Are there things about working here -policies, practices, or conditions- that encourage you to work hard	28	21	2.71	18	10	54	13	3	2.66	+0.05

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NORM COMPARISONS:
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MEAN OF
ALL RESPONDENTS IN ORGANIZATION

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 71

PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Influence and Control	79	83	*3.11*						*3.02*	*+0.09*
13 Do first-line supervisors have influence on what goes on in your dept	81	88	3.59	1	18	25	28	25	3.55	+0.04
14 Do non-supervisory employees have influence on what goes on in your department	84	84	2.50	21	31	27	15	4	2.61	-0.11
15 Do middle managers have influence on what goes on in your department	45	45 *	3.21	7	13	35	28	11	2.92	+0.32 *
Job Design										
Job Challenge	70	74	*3.67*						*3.61*	*+0.06*
90 Do you enjoy performing the actual day-to-day activities that make up your job	77	80	3.94	0	4	25	42	28	3.76	+0.18
93 Does your job let you do a number of different things	44	45	3.51	8	14	20	34	24	3.51	0.00
94 Does your job let you learn new things and skills	72	72	3.61	6	11	25	30	27	3.57	+0.04
95 Does your job use your skills and abilities -- let you do the things you can do best	75	74	3.63	6	10	25	34	25	3.63	0.00
Job Reward	43	37	*2.62*						*2.64*	*-0.02*
96 Does doing your job well lead to things like pay increases and bonuses	22	19	1.81	61	13	14	6	6	1.90	-0.09
97 Does doing your job well lead to things like recognition and respect from those you work with	61	49	3.36	10	11	34	21	23	3.34	+0.02
98 Does your job provide good chances for getting ahead	62	62	2.71	20	23	30	20	7	2.68	+0.03

NORM COMPARISONS:
Org. Level: WHITE COLLAR, FIRST-LINE
Function: PROFESSIONAL/TECHNICAL

MEAN OF
ALL RESPONDENTS IN ORGANIZATION

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 71

PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Job Clarity	43	36	3.36						3.23	+0.13
99 Are you clear about what people expect you to do on your job	88	87	4.24	1	1	15	35	46	4.04	+0.20
100 There are NOT times when one person wants you to do one thing and someone else wants you to do something diff	49	44	3.23	7	24	30	18	21	3.16	+0.07
101 People do NOT expect too much from you on your job	9	9	2.57	24	24	25	14	8	2.51	+0.06
Job design: Non-index questions										
91 Does doing your job well give you a feeling of personal satisfaction	87	86	4.70	0	1	3	20	76	4.45	+0.25 *
92 Does your job give you the opportunity to find out how well you are doing	91	94	4.06	1	4	17	41	35	3.71	+0.35 *
Shape										
Organization of Work	58	56	3.15						3.01	+0.14
1 Is this organization generally quick to use improved work methods	35	35	2.90	10	23	41	21	6	2.89	+0.01
2 Does this organization have goals and objectives that are both clear-cut and reasonable	66	62	3.44	3	13	35	37	13	3.23	+0.21
3 Are work activities sensibly organized in this organization	65	68	3.20	7	13	42	27	10	2.97	+0.23
4 In this org., are decisions made at those levels where the most adequate and accurate information is available	61	54	3.03	4	25	39	25	6	2.94	+0.09

UNIVERSITY OF PUERTO RICO - PONCE

NORM COMPARISONS:
Org. Level: WHITE COLLAR, FIRST-LINE
Function: PROFESSIONAL/TECHNICAL

MEAN OF
ALL RESPONDENTS IN ORGANIZATION

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 71

PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Absence of Bureaucracy	35	73	3.21						3.18	+0.03
102 You do NOT get endlessly referred from person to person when you need help	40	80	3.51	8	17	21	23	31	3.22	+0.29 *
103 You do NOT have to go through a lot of "red tape" to get things done	39	59	2.99	11	25	24	21	15	3.12	-0.13
104 You do NOT get hemmed in by long-standing rules and regulations that no one seems to be able to explain	36	72	3.18	7	24	28	18	18	3.23	-0.05
Coordination	62	56	3.11						2.95	+0.16
105 Do different units plan together and coordinate their efforts	77	76	2.94	13	11	18	23	4	2.78	+0.16
106 Does your unit receive cooperation and assistance from other units	59		2.82	17	15	42	20	6	2.62	+0.20
107 How are problems between units resolved 1 = Nothing 2 = Little is done 3 = Discussed but often unresolved 4 = Appealed to higher level 5 = Worked out at the level where they appear	59	66	3.66	1	10	24	28	25	3.48	+0.18
Coordination Moderator										
Work Interdependence	25		3.06						2.93	+0.13
108 Does your unit's work require information from several other units	31		3.18	6	17	39	30	8	2.90	+0.28 *
109 Is the success of your unit affected by the activities of other units	19		2.94	14	21	28	30	7	2.97	-0.03

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NORM COMPARISONS:
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MEAN OF
ALL RESPONDENTS IN ORGANIZATION

Survey Date: APRIL, 1991
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PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
SUPERVISORY LEADERSHIP										
Support	53	55	(4.70) 4.07						3.67	+0.40 *
24 Is your supervisor friendly and easy to approach	44	50	(4.68) 4.03	4	6	20	24	46	3.63	+0.40 *
26 When you talk with your supervisor, does your supervisor pay attention to what you are saying	58	60	(4.71) 4.14	1	8	11	25	49	3.82	+0.32 *
28 Is your supervisor willing to listen to your problems	54	56	(4.70) 4.07	7	7	11	21	54	3.56	+0.51 *
Team Building	69	73	(4.67) 3.73						3.36	+0.37 *
30 Does your supervisor encourage the persons who work in the group to work as a team	60	70	(4.70) 3.75	8	7	18	34	32	3.38	+0.37 *
32 Does your supervisor encourage people who work in the group to exchange opinions and ideas	65	74	(4.64) 3.70	6	10	24	30	31	3.34	+0.36 *
Goal Emphasis	45	51	(4.62) 3.70						3.37	+0.33 *
34 Does your supervisor encourage people to give their best effort	49	55	(4.64) 3.73	7	10	20	30	34	3.52	+0.21
36 Does your supervisor maintain high standards of performance in the group	41	43	(4.60) 3.66	7	7	28	28	30	3.23	+0.43 *
Work Facilitation	72	78	(4.66) 3.83						3.34	+0.29 *
38 Does your supervisor provide help, training, and guidance so that you can improve your performance	68	78	(4.66) 3.62	6	6	35	28	25	3.34	+0.28 *
40 Does your supervisor provide the help you need so that you can schedule work ahead of time	73	79	(4.63) 3.69	7	6	31	24	32	3.32	+0.37 *
42 Does your supervisor offer new ideas for solving job-related problems	66	69	(4.68) 3.57	7	11	28	23	30	3.39	+0.18

NORM COMPARISONS:
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PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Encouragement of Participation	75	75	3.55						3.34	+0.21
44 Does your supervisor provide the members of your work group with info about the decisions in advance	73	69	3.49	8	8	30	31	21	3.15	+0.34 *
45 Does your supervisor ask for opinions and ideas from members of your work group	76	76	3.66	7	6	28	31	27	3.44	+0.22
46 Does your supervisor meet with members as a group, present problems, and work with group to find solutions	75	76	3.53	8	11	25	27	27	3.47	+0.06
Supervisory leadership: Non-index questions										
47 Would you LIKE your supervisor to involve your work group in solving problems that affect the group			4.29	0	3	14	34	48	4.39	-0.10
55 Does your supervisor have confidence and trust in you	65	72	4.06	7	4	15	37	38	3.52	+0.54 *
56 Do you have confidence and trust in your supervisor	55	55	3.91	7	1	21	31	37	3.35	+0.56 *

NORM COMPARISONS:
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MEAN OF
ALL RESPONDENTS IN ORGANIZATION

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
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PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Perceived Causes of Supervisory Leadership										
Interpersonal Competence	55	57	3.69						3.34	+0.35 *
48 Does your supervisor have knowledge of what it takes to be a good leader	58	59	3.84	1	10	27	34	24	3.33	+0.31 *
49 Does your supervisor's attitude encourage participation and commitment from work group members	56	59	3.59	7	10	28	25	28	3.30	+0.29 *
50 Does your supervisor have skills for getting along with others	50	53	3.84	1	11	15	37	32	3.40	+0.44 *
Involvement	56	56	3.58						3.34	+0.24
51 Does your supervisor have information about how work group members see and feel about things	69	71	3.59	3	14	24	38	20	3.25	+0.34 *
52 Does your supervisor have interest in and concern for work group members	44	43	3.57	8	10	25	27	28	3.43	+0.14
Administrative Scope	57	60	3.60						3.37	+0.23
53 Does your supervisor have the necessary administrative skills	51	60	3.68	4	4	35	32	24	3.38	+0.30 *
54 Does your supervisor have a work situation which allows your supervisor to be a good leader	61	61	3.52	4	11	30	38	17	3.36	+0.16

NORM COMPARISONS:
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MEAN OF
ALL RESPONDENTS IN ORGANIZATION

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
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PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
PEER RELATIONSHIPS										
Support	70	71	(4.44) 4.12						3.86	+0.26 *
60 Are the persons in your work group friendly and easy to approach	53	54	(4.68) 4.06	0	1	23	42	31	3.75	+0.31 *
62 Do the persons in your work group pay attention to what you are saying	73	75	(4.70) 4.20	0	0	17	45	37	3.96	+0.24
64 Are persons in your work group willing to listen to your problems	75	78	(4.54) 4.09	1	3	15	45	34	3.87	+0.22
Team Building	92	88	(4.61) 3.94						3.35	+0.49 *
66 Do persons in your work group encourage each other to work as a team	85	87	(4.63) 3.89	1	10	21	32	34	3.29	+0.60 *
68 Do persons in your work group emphasize a team goal	84	90	(4.57) 3.76	1	7	30	37	24	3.28	+0.48 *
70 Do persons in your work group exchange opinions and ideas	75	77	(4.65) 3.89	3	1	29	39	28	3.49	+0.40 *
Goal Emphasis	76	79	(4.69) 3.77						3.57	+0.20
72 Do persons in your group encourage each other to give their best efforts	81	84	(4.70) 3.60	4	4	32	37	23	3.46	+0.23
74 Do persons in your work group maintain high standards of performance	64	67	(4.68) 3.86	1	3	25	49	21	3.68	+0.18
Work Facilitation	64	85	(4.69) 3.70						3.41	+0.29 *
76 Do persons in your work group help you find ways to do a better job	83	85	(4.72) 3.77	3	7	20	31	28	3.46	+0.31 *
78 Do persons in your work group provide the info or help you need so that you can plan work ahead of time	83	86	(4.66) 3.59	6	7	30	38	20	3.37	+0.22
80 Do persons in your work group offer each other new ideas for solving job-related problems	81	82	(4.66) 3.77	1	7	27	42	23	3.43	+0.34 *

NORM COMPARISONS:
Org. Level: WHITE COLLAR, FIRST-LINE
Function: PROFESSIONAL/TECHNICAL

MEAN OF
ALL RESPONDENTS IN ORGANIZATION

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 71

PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
END RESULTS										
Group Functioning	71	74	3.84						3.62	+0.22
82 Does your work group plan together and coordinate its efforts	77	78	3.62	3	4	38	38	17	3.42	+0.20
83 Does your work group make good decisions and solve problems well	71	71	3.77	3	7	23	45	23	3.63	+0.14
84 Is information about important events and situations shared within your work group	75	77	3.79	3	6	24	45	23	3.57	+0.22
85 Does your work group feel responsible for meeting its objectives successfully	64	64	4.07	1	1	20	44	34	3.81	+0.26 *
86 Is your work group able to respond to unusual work demands placed on it	47	47	3.96	3	0	25	42	30	3.85	+0.11
87 Do you have confidence and trust in the persons in your work gro...	61	56	3.86	1	4	30	37	28	3.45	+0.41 *
Group Performance			4.16						4.08	+0.08
57 Does your work group produce the amount of work that is expected of it			4.07	0	3	20	45	32	4.03	+0.04
58 Is your work group efficient in doing the work that is expected of it			4.19	0	3	8	55	32	4.06	+0.13
59 Is your group's work high in quality			4.23	0	1	10	54	35	4.15	+0.08
Individual Performance			4.30						4.37	-0.07
110 Do you produce the amount of work that is expected of you			4.20	0	0	8	63	28	4.32	-0.12
111 Are you efficient in doing the work that is expected of you			4.34	0	0	4	56	38	4.40	-0.06
112 Do you produce work which is high in quality			4.35	0	0	6	54	41	4.41	-0.06

NORM COMPARISONS:
Org. Level: WHITE COLLAR, FIRST-LINE
Function: PROFESSIONAL/TECHNICAL

MEAN OF
ALL RESPONDENTS IN ORGANIZATION

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 71

PRIMARY AREA *Index* Question: To what extent	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Satisfaction	49	46	3.53						3.30	+0.23
17 Overall, are you satisfied with the persons in your work group	54	54	4.09	0	3	23	37	37	3.84	+0.25 *
18 Overall, are you satisfied with your supervisor	45	45	3.90	8	6	14	28	41	3.49	+0.41 *
19 Overall, are you satisfied with your job	60	60	4.00	1	10	15	34	39	3.97	+0.03
20 Overall, are you satisfied with this organization	41	36	3.48	7	13	24	38	18	3.29	+0.19
21 Considering your skills and the effort you put into your work, are you satisfied with your pay	38	46	2.93	20	21	17	31	11	2.79	+0.14
22 Are you satisfied with the progress you have made in this organization up to now	54	49	3.39	15	10	23	24	28	3.17	+0.22
23 Are you satisfied with your chances for getting ahead in this organization in the future	53	46	2.90	20	23	21	18	17	2.67	+0.23
Goal Integration (*)	72	71	2.88						2.45	+0.43 *
114 Is this organization effective in getting you to meet its needs and contribute to its effectiveness	34	29	3.19	9	19	38	31	8	3.21	-0.02
115 Does this organization do a good job of meeting your needs as an individual	81	80	3.40	4	13	37	25	17	2.78	+0.62 *

(*) NOTE This index is calculated using a special formula

NORM COMPARISONS:
Org. Level: WHITE COLLAR, FIRST-LINE
Function: PROFESSIONAL/TECHNICAL

MEAN OF
ALL RESPONDENTS IN ORGANIZATION

Survey Date: APRIL, 1991
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Number Surveyed: 71

PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Miscellaneous non-index questions										
16 Overall, are you satisfied with the process used to evaluate your performance			2.96	24	8	30	24	14	2.71	+0.25 *
88 When conflicts arise between work group members, are mutually acceptable solutions sought			3.66	7	6	34	38	20	3.35	+0.31 *
89 When solutions are reached, do the opposing group members accept and implement them			3.42	1	6	35	45	13	3.25	+0.17 *
113 Is your pay equitable to the pay of others doing the same type of work	—————— 55		3.00	11	15	39	21	10	3.22	-0.22

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UNIVERSITY OF PUERTO RICO - PONCE

NORM COMPARISONS:
Org. Level: WHITE COLLAR, FIRST-LINE
Function: PROFESSIONAL/TECHNICAL
Internal: U OF PR - PONCE 10 GRPS

PYRAMID FOR
AGUADILLA REGIONAL COLLEGE

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 11

PRIMARY AREA / Index / Question: To what extent	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
ORGANIZATION CLIMATE	What percent of groups like yours are you better than?										
Guidance System	At the same REPORTING LEVEL	JOB	ORG								
Communication Flow	67	84	87	3.42						3.37	+0.05
Decision Making Practices	72	88	87	3.91						3.28	-0.37 *
Concern for People	56	38	73	3.18						3.52	-0.34 *
Influence and Control	69	90	84	3.50						3.44	-0.14
Job Design											
Job Challenge	62	46	43	3.57						3.61	-0.04
Job Reward	40	33	50	2.56						2.33	+0.23
Job Clarity	45	38	73	3.29						3.29	+0.10
Shape											
Organization of Work	64	63	50	3.23						3.72	-0.49 *
Absence of Bureaucracy	49	42	74	3.42						3.29	+0.13
Coordination	85	81	72	3.53						3.52	+0.01
Coordination Moderator											
Work Interdependence	12		37	2.73						2.89	-0.16
SUPERVISORY LEADERSHIP											
Support	60	42	44	3.18						4.29	-0.11
Team-Building ▲	68	77	77	3.82						4.22	-0.40 *
Goal Emphasis	55	60	67	3.66						4.17	-0.51 *
Work Facilitation	85	70	74	3.82						4.70	-0.06
Encouragement of Participation	91	91	85	3.09						4.33	-0.64 *

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PRIMARY AREA *Index* Question: To what extent	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Perceived Causes of Supervisory Leadership											
Interpersonal Competence	68	71	69	3.91						4.22	-0.31 *
Involvement	73	73	73	3.86						4.06	-0.20
Administrative Scope	69	66	62	3.68						4.00	-0.32 *
PEER RELATIONSHIPS											
Support	65	67	62	(1.51) 4.06						4.22	-0.16
Team Building	75	80	72	(1.21) 3.63						4.00	-0.37 *
Goal Emphasis	81	83	64	(4.50) 3.86						3.94	-0.08
Work Facilitation	77	79	73	(4.42) 3.54						3.55	-0.01
END RESULTS											
Group Functioning	69	66	67	3.73						4.05	-0.32 *
Goal Integration (*)	82	82	67	3.09						3.36	-0.27 *
Satisfaction	48	45	47	3.51						3.34	+0.17
Group Performance			44	3.97						4.11	-0.14
Individual Performance			37	4.12						4.15	-0.03

(*) NOTE: This index is calculated using a special formula

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ORGANIZATION CLIMATE	What percent of groups like yours are you better than?										
	At the same:										
Guidance System	REPORTING LEVEL	JOB	ORG								
Communication Flow	87	84	87	3.42						3.37	+0.05
5 Is the information your work group gets about what is going on in other departments or units adequate	88	88	82	3.27	2	9	36	36	9	2.89	+0.38 *
6 Does this organization tell your work group what it needs to know to do the best possible job	86	85	85	3.64	0	0	55	27	18	3.56	+0.08
7 Are people above your supervisor receptive to ideas and suggestions coming from your work group	72	70	66	3.36	0	9	64	9	18	3.67	-0.31 *
Decision Making Practices	72	68	67	2.91						3.28	-0.37 *
11 When decisions are being made, are the persons affected asked for their ideas	64	61	59	2.73	9	45	9	36	0	3.44	-0.71 *
12 Is information widely shared in this org. so that those who make decisions have access to such knowledge	76	74	72	3.09	0	18	55	27	0	3.11	-0.02
Concern for People	56	38	73	3.16						3.52	-0.34 *
8 Does this organization have a real interest in the welfare and overall satisfaction of those who work here	68	63	73	3.15	0	0	64	27	9	3.78	-0.33 *
9 Does this organization try to improve working conditions	56	52	66	3.18	0	18	45	36	0	3.44	-0.26 *
10 Are there things about working here -policies, practices, or conditions- that encourage you to work hard	36	30	61	2.91	9	9	64	18	0	3.33	-0.42 *

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Influence and Control	89	90	61	3.30						3.44	-0.14
13 Do first-line supervisors have influence on what goes on in your dept	79	87	60	3.55	0	9	36	45	9	4.00	-0.45 *
14 Do non-supervisory employees have influence on what goes on in your department	90	90	54	2.73	9	36	27	27	0	3.11	-0.38 *
15 Do middle managers have influence on what goes on in your department	74	72	67	3.64	0	0	45	45	9	3.22	+0.42 *
Job Design											
Job Challenge	62	66	43	3.57						3.61	-0.04
90 Do you enjoy performing the actual day-to-day activities that make up your job	46	48	23	3.55	0	18	9	73	0	3.78	-0.23
93 Does your job let you do a number of different things	35	35	40	3.36	0	27	18	45	9	3.33	+0.03
94 Does your job let you learn new things and skills	72	74	49	3.64	0	9	36	36	18	3.44	+0.20
95 Does your job use your skills and abilities -- let you do the things you can do best	80	79	59	3.73	0	9	27	45	18	3.89	-0.16
Job Reward	40	31	60	2.56						2.33	+0.23
96 Does doing your job well lead to things like pay increases and bonuses	30	30	65	2.00	36	18	36	0	0	1.78	+0.22
97 Does doing your job well lead to things like recognition and respect from those you work with	40	25	10	3.00	0	18	64	0	9	3.22	-0.22
98 Does your job provide good chances for getting ahead	67	67	54	2.80	9	18	45	18	0	2.00	+0.80 *

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Job Clarity	45	38	73	3.39						3.29	+0.10
99 Are you clear about what people expect you to do on your job	61	61	28	3.82	0	0	27	64	9	4.33	-0.51 *
100 There are NOT times when one person wants you to do one thing and someone else wants you to do something diff.	51	46	64	3.27	0	18	45	27	9	2.89	+0.38 *
101 People do NOT expect too much from you on your job	20	23	86	3.00	0	36	36	0	18	2.67	+0.33 *
Job design: Non-index questions											
91 Does doing your job well give you a feeling of personal satisfaction	93	93	60	1.82	0	0	0	18	82	4.56	+0.26 *
92 Does your job give you the opportunity to find out how well you are doing	87	92	40	3.91	0	0	27	55	18	3.78	+0.13
Shape											
Organization of work	64	63	56	3.23						3.72	-0.49 *
1 Is this organization generally quick to use improved work methods	31	31	11	2.82	18	9	45	27	0	3.56	-0.74 *
2 Does this organization have goals and objectives that are both clear-cut and reasonable	62	91	30	3.36	0	9	18	45	0	3.78	-0.42 *
3 Are work activities sensibly organized in this organization	82	85	77	3.45	0	0	55	45	0	3.78	-0.33 *
4 In this org., are decisions made at those levels where the most adequate and accurate information is available	72	72	75	3.27	0	18	45	27	9	3.78	-0.51 *

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Absence of Bureaucracy	49	84	74	3.42						3.29	+0.13
102 You do NOT get endlessly referred from person to person when you need help	74	93	85	4.09	0	18	9	18	55	3.11	+0.98 *
103 You do NOT have to go through a lot of "red tape" to get things done	47	70	58	3.18	18	9	27	27	18	3.33	-0.15
104 You do NOT get hemmed in by long-standing rules and regulations that no one seems to be able to explain	30	60	45	3.00	0	45	18	27	9	3.44	-0.44 *
Coordination	85	91	72	3.53						3.52	+0.01
105 Do different units plan together and coordinate their efforts	90	89	71	3.30	0	0	64	27	0	3.63	-0.33 *
106 Does your unit receive cooperation and assistance from other units	70		53	3.00	9	18	36	36	0	3.33	-0.33 *
107 How are problems between units resolved 1 = Nothing 2 = Little is done 3 = Discussed but often unresolved 4 = Appealed to higher level 5 = Worked out at the level where they appear	91	92	78	4.10	0	0	9	36	45	3.67	+0.73 *
Coordination Moderator											
Work Interdependence	12		27	2.73						2.89	-0.16
108 Does your unit's work require information from several other units	15		38	2.82	0	18	55	18	0	3.00	-0.18
109 Is the success of your unit affected by the activities of other units	11		29	2.64	18	18	45	18	0	2.78	-0.14

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SUPERVISORY LEADERSHIP												
Support	60	62	64	(4.70) 4.18						4.29	-0.11	
24 Is your supervisor friendly and easy to approach	41	44	53	(4.61) 4.00	0	0	36	27	36	4.33	-0.33	*
26 When you talk with your supervisor, does your supervisor pay attention to what you are saying	66	69	73	(4.73) 4.27	0	0	9	55	36	4.33	-0.06	
28 Is your supervisor willing to listen to your problems	67	69	67	(4.73) 4.27	0	0	18	36	45	4.22	+0.05	
Team Building	68	72	63	(4.41) 3.62						4.22	-0.40	*
30 Does your supervisor encourage the persons who work in the group to work as a team	59	69	53	(4.36) 3.73	0	9	18	64	9	4.11	-0.38	*
32 Does your supervisor encourage people who work in the group to exchange opinions and ideas	75	82	69	(4.45) 3.91	0	0	36	36	27	4.33	-0.42	*
Goal Emphasis	55	60	67	(4.50) 3.86						4.17	-0.31	*
34 Does your supervisor encourage people to give their best effort	44	48	39	(4.15) 3.64	0	9	36	36	18	4.22	-0.58	*
36 Does your supervisor maintain high standards of performance in the group	65	68	79	(4.55) 4.09	0	0	27	36	36	4.11	-0.02	
Work Facilitation	85	90	74	(4.67) 3.94						4.00	-0.06	
38 Does your supervisor provide help, training, and guidance so that you can improve your performance	83	90	78	(4.61) 4.00	0	0	27	45	27	3.89	+0.11	
40 Does your supervisor provide the help you need so that you can schedule work ahead of time	80	84	63	(4.64) 3.82	0	0	15	27	27	4.11	-0.29	*
42 Does your supervisor offer new ideas for solving job-related problems	85	90	77	(4.73) 4.00	0	0	36	27	36	4.00	0.00	

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Encouragement of Participation	81	81	65	3.60						4.33	-0.64 *
44 Does your supervisor provide the members of your work group with info about the decisions in advance	82	82	66	3.73	0	0	36	55	9	3.89	-0.16
45 Does your supervisor ask for opinions and ideas from members of your work group	79	79	59	3.73	0	9	27	45	18	4.56	-0.83 *
46 Does your supervisor meet with members as a group, present problems, and work with group to find solutions	79	79	65	3.64	0	9	36	36	18	4.56	-0.92 *
Supervisory leadership: Non-index questions											
47 Would you LIKE your supervisor to involve your work group in solving problems that affect the group			32	3.91	0	9	9	64	18	4.78	-0.87 *
55 Does your supervisor have confidence and trust in you	84	87	73	4.36	0	0	18	27	55	4.22	+0.14
56 Do you have confidence and trust in your supervisor	69	69	70	4.18	0	0	18	45	36	4.22	-0.04

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Perceived Causes of Supervisory Leadership											
Interpersonal Competence	68	71	69	3.91						4.22	-0.31 *
48 Does your supervisor have knowledge of what it takes to be a good leader	68	72	68	3.82	0	9	18	55	18	4.22	-0.40 *
49 Does your supervisor's attitude encourage participation and commitment from work group members	74	75	73	3.91	0	0	27	55	18	4.22	-0.31 *
50 Does your supervisor have skills for getting along with others	60	60	66	4.00	0	9	27	18	45	4.22	-0.22
Involvement	72	73	73	3.66						4.06	-0.20
51 Does your supervisor have information about how work group members see and feel about things	76	81	67	3.73	0	18	18	36	27	4.11	-0.38 *
52 Does your supervisor have interest in and concern for work group members	70	70	75	4.00	0	9	27	18	45	4.00	0.00
Administrative Scope	62	66	62	3.68						4.00	-0.32 *
53 Does your supervisor have the necessary administrative skills	61	69	74	3.82	0	0	36	45	18	4.22	-0.40 *
54 Does your supervisor have a work situation which allows your supervisor to be a good leader	62	62	50	3.55	0	18	18	55	9	3.78	-0.23

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PEER RELATIONSHIPS											
Support	55	67	62	(4.51) 4.06						4.22	-0.16
60 Are the persons in your work group friendly and easy to approach	55	56	68	(4.55) 4.09	0	0	9	73	18	4.11	-0.02
62 Do the persons in your work group pay attention to what you are saying	60	60	36	(4.55) 4.00	0	0	18	64	18	4.33	-0.33 *
64 Are persons in your work group willing to listen to your problems	75	78	68	(4.45) 4.09	0	0	9	73	18	4.22	-0.13
Team Building	75	80	42	(4.24) 3.63						4.00	-0.37 *
66 Do persons in your work group encourage each other to work as a team	71	80	39	(4.27) 3.64	0	18	18	45	18	4.00	-0.36 *
68 Do persons in your work group emphasize a team goal	75	81	36	(4.09) 3.45	0	18	18	64	0	3.78	-0.33 *
70 Do persons in your work group exchange opinions and ideas	72	71	52	(4.36) 3.82	0	0	27	61	9	4.22	-0.40 *
Goal Emphasis	81	83	64	(4.50) 3.86						3.94	-0.08
72 Do persons in your group encourage each other to give their best efforts	87	90	76	(4.55) 3.91	0	0	27	55	18	4.22	-0.31 *
74 Do persons in your work group maintain high standards of performance	63	65	46	(4.45) 3.82	0	0	27	64	9	3.67	+0.15
Work Facilitation	77	79	43	(4.42) 3.54						3.55	-0.01
76 Do persons in your work group help you find ways to do a better job	82	83	58	(4.35) 3.73	0	9	18	64	9	3.44	+0.29 *
78 Do persons in your work group provide the info or help you need so that you can plan work ahead of time	72	76	39	(4.36) 3.36	0	18	27	55	0	3.44	-0.08
80 Do persons in your work group offer each other new ideas for solving job-related problems	67	71	36	(4.45) 3.56	0	9	27	64	0	3.78	-0.23

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END RESULTS											
Group Functioning	69	66	47	3.73						4.05	-0.32 *
82 Does your work group plan together and coordinate its efforts	78	79	57	3.64	0	0	36	64	0	3.89	-0.25 *
83 Does your work group make good decisions and solve problems well	68	69	58	3.73	0	0	27	73	0	3.89	-0.16
84 Is information about important events and situations shared within your work group	76	79	65	3.82	0	0	18	82	0	4.22	-0.40 *
85 Does your work group feel responsible for meeting its objectives successfully	47	45	31	3.82	0	0	36	45	18	4.33	-0.51 *
86 Is your work group able to respond to unusual work demands placed on it	24	27	27	3.64	0	0	36	64	0	4.22	-0.58 *
87 Do you have confidence and trust in the persons in your work group	51	47	52	3.73	0	0	36	55	9	3.78	-0.05
Group Performance			44	3.97						4.11	-0.14
57 Does your work group produce the amount of work that is expected of it			39	3.82	0	0	36	45	18	4.22	-0.40 *
58 Is your work group efficient in doing the work that is expected of it			55	4.09	0	0	18	55	27	3.89	+0.20
59 Is your group's work high in quality			40	4.00	0	0	9	82	9	4.22	-0.22
Individual Performance			37	4.12						4.15	-0.03
110 Do you produce the amount of work that is expected of you			34	4.00	0	0	0	100	0	4.22	-0.22
111 Are you efficient in doing the work that is expected of you			40	4.20	0	0	0	73	18	4.00	+0.20
112 Do you produce work which is high in quality			42	4.18	0	0	0	82	18	4.22	-0.04

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Satisfaction	48	46	47	3.61						*3.34*	+0.17
17 Overall, are you satisfied with the persons in your work group	54	54	64	4.09	0	0	18	55	27	3.78	+0.31 *
18 Overall, are you satisfied with your supervisor	62	66	72	4.27	0	0	18	36	45	4.22	+0.05
19 Overall, are you satisfied with your job	38	32	24	3.61	0	18	27	27	27	4.00	-0.36 *
20 Overall, are you satisfied with this organization	54	49	58	3.73	0	9	36	27	27	3.44	+0.29 *
21 Considering your skills and the effort you put into your work, are you satisfied with your pay	51	55	58	3.09	9	27	36	36	0	3.33	-0.24
22 Are you satisfied with the progress you have made in this organization up to now	35	33	32	3.09	18	9	36	18	18	2.67	+0.42 *
23 Are you satisfied with your chances for getting ahead in this organization in the future	13	39	39	2.73	18	27	27	18	9	2.00	+0.73 *
Goal Integration (*)	82	82	67	3.09						*3.36*	-0.27 *
114 Is this organization effective in getting you to meet its needs and contribute to its effectiveness	51	47	71	3.40	0	0	55	36	0	3.56	-0.16
115 Does this organization do a good job of meeting your needs as an individual	83	82	58	3.45	0	9	45	36	9	3.56	-0.11

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Miscellaneous non-index questions											
16 Overall, are you satisfied with the process used to evaluate your performance			50	2.82	18	18	36	18	9	3.00	-0.18
88 When conflicts arise between work group members, are mutually acceptable solutions sought			70	3.73	0	0	45	36	18	3.89	-0.16
89 When solutions are reached, do the opposing group members accept and implement them			50	3.55	0	0	45	55	0	3.78	-0.23
113 Is your pay equitable to the pay of others doing the same type of work	68		62	3.20	0	9	55	27	0	3.89	-0.69 *

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PYRAMID FOR
ARECIBO TECHNOLOGICAL UNIVERSITY COLLEGE

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 12

PRIMARY AREA / Index / Question: To what extent	Organizational Level Norms Percentile Plot (What percent of groups like yours are you better than? At the same REPORTING LEVEL) 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
ORGANIZATION CLIMATE											
Guidance System		JOB	ORG								
Communication Flow	31	30	3	2.55						2.46	+0.09
Decision Making Practices	13	12	1	1.96						2.23	-0.27 *
Concern for People	7	5	1	1.91						1.95	-0.04
Influence and Control	22	26	3	2.42						2.82	-0.40 *
Job Design											
Job Challenge	74	78	56	3.73						3.81	-0.08
Job Reward	48	42	60	2.69						2.36	+0.33 *
Job Clarity	64	61	91	3.61						3.25	+0.36 *
Shape											
Organization of Work	29	29	7	2.81						2.58	+0.23
Absence of Bureaucracy	52	86	78	3.37						2.80	+0.67 *
Coordination	60	57	34	3.08						2.77	+0.31 *
Coordination Moderator											
Work Interdependence	10		40	2.92						2.46	+0.46 *
SUPERVISORY LEADERSHIP											
Support	10	10	5	(4.97) 3.11						2.92	+0.19
Team Building	30	33	6	(5.00) 3.00						2.88	+0.12
Goal Emphasis	19	20	11	(4.68) 3.13						2.58	+0.55 *
Work Facilitation	50	57	21	(4.97) 3.22						3.20	+0.02
Encouragement of Participation	61	58	29	3.24						3.43	-0.19

NORM COMPARISONS:
Org. Level: WHITE COLLAR, FIRST-LINE
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Perceived Causes of Supervisory Leadership											
Interpersonal Competence	20	22	9	2.91						2.83	+0.08
Involvement	26	25	18	3.00						3.00	0.00
Administrative Scope	56	50	50	3.58						2.71	+0.87 *
PEER RELATIONSHIPS											
Support	71	72	76	(4.07) 4.14						4.11	+0.03
Team Building	89	91	81	(4.04) 3.97						3.75	+0.22
Goal Emphasis	80	82	61	(4.02) 3.83						4.13	-0.30 *
Work Facilitation	84	86	63	(4.03) 3.72						3.72	0.00
END RESULTS											
Group Functioning	77	80	82	3.94						4.03	-0.09
Goal Integration (*)	34	35	12	2.32						2.06	+0.26 *
Satisfaction	9	8	3	2.77						2.92	-0.15
Group Performance			99	4.67						4.92	-0.25 *
Individual Performance			93	4.72						4.75	-0.03

(*) NOTE: This index is calculated using a special formula

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ORGANIZATION CLIMATE	What percent of groups like yours are you better than?											
Guidance System	At the same REPORTING LEVEL	JOB	ORG								
Communication Flow	31	30	3	2.55						2.46	+0.09	
5 Is the information your work group gets about what is going on in other departments or units adequate	40	10	2	2.33	33	25	25	8	8	2.54	-0.21	
6 Does this organization tell your work group what it needs to know to do the best possible job	50	50	39	3.00	8	25	33	25	8	2.69	+0.31	*
7 Are people above your supervisor receptive to ideas and suggestions coming from your work group	17	18	2	2.33	42	8	25	25	0	2.15	+0.18	
Decision Making Practices	13	12	1	1.96						2.23	-0.27	*
11 When decisions are being made, are the persons affected asked for their ideas	10	9	1	1.75	50	25	25	0	0	2.15	-0.40	*
12 Is information widely shared in this org. so that those who make decisions have access to such knowledge	18	18	3	2.17	25	42	25	8	0	2.31	-0.14	
Concern for People	7	6	1	1.91						1.95	-0.04	
8 Does this organization have a real interest in the welfare and overall satisfaction of those who work here	7	6	1	1.75	67	8	8	17	0	2.00	-0.25	*
9 Does this organization try to improve working conditions	7	7	1	1.92	58	8	17	17	0	1.77	+0.15	
10 Are there things about working here -policies, practices, or conditions- that encourage you to work hard	9	7	6	2.08	50	17	8	25	0	2.08	0.00	

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Influence and Control	22	26	3	2.42						2.82	-0.40 *
13 Do first-line supervisors have influence on what goes on in your dept	75	84	44	3.45	0	33	17	8	33	3.00	+0.45 *
14 Do non-supervisory employees have influence on what goes on in your department	20	17	4	1.55	67	8	8	8	0	2.69	-1.14 *
15 Do middle managers have influence on what goes on in your department	7	6	3	2.27	25	33	25	0	8	2.67	-0.40 *
Job Design											
Job Challenge	74	78	56	3.73						3.81	-0.08
90 Do you enjoy performing the actual day-to-day activities that make up your job	70	74	47	3.83	0	8	33	25	33	3.75	+0.08
93 Does your job let you do a number of different things	44	44	50	3.50	8	8	25	42	17	3.67	-0.17
94 Does your job let you learn new things and skills	82	83	61	3.83	0	17	17	33	33	4.00	-0.17
95 Does your job use your skills and abilities -- let you do the things you can do best	81	80	61	3.75	0	8	42	17	33	3.83	-0.08
Job Reward	48	42	60	2.69						2.36	+0.33 *
96 Does doing your job well lead to things like pay increases and bonuses	17	14	42	1.67	67	17	8	0	8	1.17	+0.50 *
97 Does doing your job well lead to things like recognition and respect from those you work with	91	91	92	4.08	0	0	17	58	25	3.33	+0.75 *
98 Does your job provide good chances for getting ahead	40	40	23	2.33	12	17	17	17	8	2.58	-0.25 *

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PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Job Clarity	64	61	83	3.61						3.25	+0.36 *
99 Are you clear about what people expect you to do on your job	95	97	90	4.67	0	0	8	17	75	4.33	+0.34 *
100 There are NOT times when one person wants you to do one thing and someone else wants you to do something diff.	65	60	81	3.50	0	33	17	17	33	3.17	+0.33 *
101 People do NOT expect too much from you on your job	9	8	46	2.45	25	17	33	17	0	2.25	+0.20
Job design: Non-index questions											
91 Does doing your job well give you a feeling of personal satisfaction	84	82	40	4.67	0	8	0	8	83	4.92	-0.25 *
92 Does your job give you the opportunity to find out how well you are doing	94	97	79	4.42	0	8	8	17	67	4.00	+0.42 *
Shape											
Organization of Work	29	29	7	2.81						2.58	+0.23
1 Is this organization generally quick to use improved work methods	12	12	13	2.42	17	42	25	17	0	2.62	-0.20
2 Does this organization have goals and objectives that are both clear-cut and reasonable	54	19	19	3.25	8	25	8	50	8	2.69	+0.56 *
3 Are work activities sensibly organized in this organization	44	16	17	3.92	25	17	17	25	17	2.38	+0.54 *
4 In this org., are decisions made at those levels where the most adequate and accurate information is available	30	27	8	2.67	8	50	17	17	8	2.62	+0.05

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Absence of Bureaucracy	52	90	78	3.47						2.80	+0.67 *
102 You do NOT get endlessly referred from person to person when you need help	78	91	88	4.17	0	8	17	25	50	3.08	+1.09 *
103 You do NOT have to go through a lot of "red tape" to get things done	33	53	38	2.92	25	17	17	25	17	2.50	+0.42 *
104 You do NOT get hemmed in by long-standing rules and regulations that no one seems to be able to explain	43	80	76	3.33	0	17	50	17	17	2.83	+0.50 *
Coordination	60	57	34	3.08						2.77	+0.31 *
105 Do different units plan together and coordinate their efforts	83	82	50	3.08	8	25	25	33	8	3.08	0.00
106 Does your unit receive cooperation and assistance from other units	34		11	2.50	33	17	25	17	8	1.83	+0.67 *
107 How are problems between units resolved 1 = Nothing 2 = Little is done 3 = Discussed but often unresolved 4 = Appealed to higher level 5 = Worked out at the level where they appear	60	67	10	2.67	0	17	33	17	33	3.45	+0.22
Coordination Moderator											
Work Interdependence	19		40	2.92						2.46	+0.46 *
108 Does your unit's work require information from several other units	35		60	3.25	0	25	25	50	0	2.17	+1.08 *
109 Is the success of your unit affected by the activities of other units	10		25	2.58	17	33	25	25	0	2.75	-0.17

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SUPERVISORY LEADERSHIP											
Support	10	10	6	(1.07) 3.11						2.92	+0.19
24 Is your supervisor friendly and easy to approach	9	9	5	(5.00) 3.00	25	25	8	8	33	2.69	+0.31 *
26 When you talk with your supervisor, does your supervisor pay attention to what you are saying	22	23	6	(5.00) 3.42	8	25	25	0	42	3.38	+0.04
28 Is your supervisor willing to listen to your problems	10	9	4	(1.92) 2.92	33	17	8	8	33	2.69	+0.23
Team Building	30	34	5	(5.00) 3.00						2.88	+0.12
30 Does your supervisor encourage the persons who work in the group to work as a team	30	30	5	(5.00) 3.00	25	8	33	8	25	2.85	+0.15
32 Does your supervisor encourage people who work in the group to exchange opinions and ideas	30	10	7	(5.00) 3.00	17	33	8	17	25	2.92	+0.08
Goal Emphasis	19	20	11	(4.68) 3.13						2.58	+0.55 *
34 Does your supervisor encourage people to give their best effort	17	20	10	(4.92) 3.00	25	25	8	8	33	2.69	+0.31 *
36 Does your supervisor maintain high standards of performance in the group	23	25	19	(1.83) 3.25	17	17	25	8	33	2.46	+0.79 *
Work Facilitation	50	57	21	(4.07) 3.22						3.20	+0.02
38 Does your supervisor provide help, training, and guidance so that you can improve your performance	61	71	44	(5.00) 3.50	17	8	17	25	33	3.54	-0.04
40 Does your supervisor provide the help you need so that you can schedule work ahead of time	47	56	18	(5.00) 3.17	25	17	8	17	33	2.77	+0.40 *
42 Does your supervisor offer new ideas for solving job-related problems	26	33	9	(4.91) 2.82	17	33	17	0	25	3.31	-0.49 *

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Encouragement of Participation	61	58	29	3.21						3.43	-0.19
44 Does your supervisor provide the members of your work group with info about the decisions in advance	50	40	17	3.00	25	17	8	17	25	3.08	-0.08
45 Does your supervisor ask for opinions and ideas from members of your work group	57	57	25	3.27	17	17	17	8	33	3.69	-0.42 *
46 Does your supervisor meet with members as a group, present problems, and work with group to find solutions	72	73	51	3.45	8	25	8	17	33	3.54	-0.09
Supervisory leadership: Non-index questions											
47 Would you LIKE your supervisor to involve your work group in solving problems that affect the group			94	4.82	0	0	8	0	83	4.62	+0.20
55 Does your supervisor have confidence and trust in you	13	16	6	3.18	17	17	17	17	25	2.17	+1.01 *
56 Do you have confidence and trust in your supervisor	24	21	15	3.27	25	0	25	8	33	2.50	+0.77 *

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Perceived Causes of Supervisory Leadership											
Interpersonal Competence	20	22	8	2.91						2.83	+0.08
48 Does your supervisor have knowledge of what it takes to be a good leader	29	33	13	3.09	17	8	42	0	25	3.00	+0.09
49 Does your supervisor's attitude encourage participation and commitment from work group members	22	22	6	2.73	25	25	17	0	25	3.08	-0.35 *
50 Does your supervisor have skills for getting along with others	16	18	8	2.91	8	42	8	17	17	2.42	+0.49 *
Involvement	26	25	16	3.00						3.00	0.00
51 Does your supervisor have information about how work group members see and feel about things	51	52	32	3.27	0	42	8	17	25	3.00	+0.27 *
52 Does your supervisor have interest in and concern for work group members	12	10	12	2.73	25	33	0	8	25	3.00	-0.27 *
Administrative Scope	56	50	50	3.58						2.71	+0.87 *
53 Does your supervisor have the necessary administrative skills	45	55	47	3.58	8	8	42	0	42	2.92	+0.66 *
54 Does your supervisor have a work situation which allows your supervisor to be a good leader	65	64	53	3.58	8	17	25	8	42	2.50	+1.08 *

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PEER RELATIONSHIPS											
Support	71	72	76	(4.97) 3.13						4.11	+0.03
60 Are the persons in your work group friendly and easy to approach	50	50	56	(5.00) 4.00	0	0	33	25	33	3.92	+0.08
62 Do the persons in your work group pay attention to what you are saying	71	74	66	(5.00) 4.17	0	0	25	33	42	4.42	-0.25 *
64 Are persons in your work group willing to listen to your problems	80	83	77	(4.92) 4.17	0	8	8	42	42	4.00	+0.17
Team Building	89	91	81	(4.94) 3.97						3.75	+0.22
66 Do persons in your work group encourage each other to work as a team	83	85	63	(5.00) 3.83	0	25	17	8	50	3.50	+0.33 *
68 Do persons in your work group emphasize a team goal	90	92	81	(4.92) 4.00	0	8	33	8	50	3.75	+0.25 *
70 Do persons in your work group exchange opinions and ideas	83	84	80	(4.92) 4.08	0	8	17	33	42	4.00	+0.08
Goal Emphasis	80	82	61	(4.92) 3.83						4.13	-0.30 *
72 Do persons in your group encourage each other to give their best efforts	80	83	54	(4.92) 3.67	0	8	42	25	25	4.08	-0.41 *
74 Do persons in your work group maintain high standards of performance	76	80	69	(4.92) 4.00	0	8	17	42	33	4.17	-0.17
Work Facilitation	84	86	63	(4.89) 3.72						3.72	0.00
76 Do persons in your work group help you find ways to do a better job	77	76	40	(4.83) 3.58	0	17	33	25	25	4.08	-0.50 *
78 Do persons in your work group provide the info or help you need so that you can plan work ahead of time	80	82	52	(4.92) 3.50	17	8	17	25	33	3.33	+0.17
80 Do persons in your work group offer each other new ideas for solving job-related problems	91	91	83	(4.92) 4.08	0	8	8	50	33	3.75	+0.33 *

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END RESULTS												
Group Functioning	77	80	62	3.92						4.03	-0.09	
82 Does your work group plan together and coordinate its efforts	80	80	60	3.67	0	8	33	42	17	3.83	-0.16	
83 Does your work group make good decisions and solve problems well	63	64	18	3.67	0	25	8	42	25	4.25	-0.58	*
84 Is information about important events and situations shared within your work group	77	80	67	3.83	8	8	8	42	33	4.08	-0.25	*
85 Does your work group feel responsible for meeting its objectives successfully	80	80	92	4.33	0	0	8	50	42	4.25	+0.08	
86 Is your work group able to respond to unusual work demands placed on it	80	80	94	4.33	0	0	25	17	58	4.42	-0.09	
87 Do you have confidence and trust in the persons in your work group	59	54	70	3.83	0	8	25	42	25	3.33	+0.50	*
Group Performance			99	4.67						4.92	-0.25	*
57 Does your work group produce the amount of work that is expected of it			97	4.58	0	0	17	8	75	4.92	-0.34	*
58 Is your work group efficient in doing the work that is expected of it			97	4.64	0	0	0	33	58	4.92	-0.28	*
59 Is your group's work high in quality			99	4.83	0	0	0	17	83	4.92	-0.09	
Individual Performance			99	4.72						4.75	-0.03	
110 Do you produce the amount of work that is expected of you			97	4.50	0	0	8	33	58	4.83	-0.33	*
111 Are you efficient in doing the work that is expected of you			97	4.75	0	0	0	25	75	4.83	-0.08	
112 Do you produce work which is high in quality			99	4.92	0	0	0	8	92	4.58	+0.34	*

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Satisfaction	9	8	3	2.77						2.92	-0.15
17 Overall, are you satisfied with the persons in your work group	29	29	5	3.73	0	0	42	33	17	4.00	-0.27 *
18 Overall, are you satisfied with your supervisor	9	9	2	2.73	33	17	8	8	25	2.62	+0.11
19 Overall, are you satisfied with your job	45	40	31	3.75	0	25	8	33	33	3.69	+0.06
20 Overall, are you satisfied with this organization	8	8	1	2.42	33	25	17	17	8	3.00	-0.58 *
21 Considering your skills and the effort you put into your work, are you satisfied with your pay	7	8	7	1.83	67	8	0	25	0	1.92	-0.09
22 Are you satisfied with the progress you have made in this organization up to now	23	22	20	2.83	33	17	0	33	17	3.23	-0.40 *
23 Are you satisfied with your chances for getting ahead in this organization in the future	7	7	4	1.73	50	25	8	8	0	2.00	-0.27 *
Goal Integration (*)	24	35	12	2.32						2.06	+0.26 *
114 Is this organization effective in getting you to meet its needs and contribute to its effectiveness	10	10	12	2.75	8	33	12	8	8	2.83	-0.08
115 Does this organization do a good job of meeting your needs as an individual	81	80	52	3.40	0	17	25	33	8	2.33	+1.07 *

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ARECIBO TECHNOLOGICAL UNIVERSITY COLLEGE

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 12

PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Miscellaneous non-index questions											
16 Overall, are you satisfied with the process used to evaluate your performance			32	2.42	33	25	25	0	17	2.58	-0.16
88 When conflicts arise between work group members, are mutually acceptable solutions sought			63	3.67	0	8	33	42	17	3.50	+0.17
89 When solutions are reached, do the opposing group members accept and implement them			43	3.50	0	8	42	42	8	3.25	+0.25 *
113 Is your pay equitable to the pay of others doing the same type of work	22		7	2.42	25	33	25	8	8	2.25	+0.17

UNIVERSITY OF PUERTO RICO - PONCE

NORM COMPARISONS:
Org. Level: WHITE COLLAR, FIRST-LINE
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Internal: U OF PR - PONCE 10 GRPS

PYRAMID FOR
BAYAMON TECHNOLOGICAL UNIVERSITY COLLEGE

Survey Date: APRIL, 1991
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ORGANIZATION CLIMATE	What percent of groups like yours are you better than?										
Guidance System	At the same: REPORTING LEVEL	JOB	ORG								
Communication Flow	70	68	52	3.11						2.21	+0.90 *
Decision Making Practices	79	74	80	3.04						2.20	+0.84 *
Concern for People	39	32	45	2.91						1.82	+1.09 *
Influence and Control	87	90	59	3.27						2.66	+0.61 *
Job Design											
Job Challenge	71	75	52	3.68						2.95	+0.73 *
Job Reward	44	37	56	2.63						2.51	+0.12
Job Clarity	13	13	10	2.97						3.29	-0.32 *
Shape											
Organization of Work	41	40	18	2.96						2.66	+0.30 *
Absence of Bureaucracy	19	53	20	2.94						3.21	-0.27 *
Coordination	69	60	36	3.12						2.55	+0.57 *
Coordination Moderator											
Work Interdependence	55		85	3.58						3.10	+0.48 *
SUPERVISORY LEADERSHIP ▲											
Support	76	78	90	(4.61) 4.41						3.72	+0.69 *
Team Building	58	68	44	(4.45) 3.63						2.95	+0.68 *
Goal Emphasis	46	52	54	(4.42) 3.71						3.18	+0.53 *
Work Facilitation	69	70	39	(4.36) 3.47						2.76	+0.71 *
Encouragement of Participation	78	77	58	3.61						2.53	+1.08 *

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Perceived Causes of Supervisory Leadership											
Interpersonal Competence	49	51	45	3.58						3.06	+0.52 *
Involvement	57	57	55	3.58						2.78	+0.80 *
Administrative Scope	50	53	41	3.50						3.10	+0.40 *
PEER RELATIONSHIPS											
Support	80	82	92	(4.58) 4.27						3.40	+0.87 *
Team Building	89	91	81	(4.61) 3.97						2.33	+1.64 *
Goal Emphasis	80	82	61	(4.79) 3.83						2.80	+1.03 *
Work Facilitation	85	87	60	(4.67) 3.75						2.90	+0.85 *
END RESULTS											
Group Functioning	75	78	78	3.91						2.99	+0.92 *
Goal Integration (*)	66	65	42	2.79						1.44	+1.35 *
Satisfaction	56	53	56	3.61						2.88	+0.73 *
Group Performance			66	4.14						3.70	+0.44 *
Individual Performance			72	4.33						4.13	+0.20

(*) NOTE: This index is calculated using a special formula

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ORGANIZATION CLIMATE	What percent of groups like yours are you better than?											
Guidance System	At the same: REPORTING LEVEL	JOB	ORG								
Communication Flow	70	68	52	3.11						2.21	+0.90 *
5 Is the information your work group gets about what is going on in other departments or units adequate	62	60	16	2.67	17	25	33	25	0	1.91	+0.76 *
6 Does this organization tell your work group what it needs to know to do the best possible job	45	44	33	2.92	25	17	8	42	8	2.09	+0.83 *
7 Are people above your supervisor receptive to ideas and suggestions coming from your work group	88	83	91	3.75	8	0	25	42	25	2.78	+0.97 *
Decision Making Practices	79	74	80	3.04						2.20	+0.84 *
11 When decisions are being made, are the persons affected asked for their ideas	82	80	90	3.08	8	25	33	17	17	1.82	+1.26 *
12 Is information widely shared in this org. so that those who make decisions have access to such knowledge	70	70	63	3.00	8	17	50	17	8	2.50	+0.50 *
Concern for People	39	32	45	2.91						1.82	+1.09 *
8 Does this organization have a real interest in the welfare and overall satisfaction of those who work here	53	43	48	3.08	8	17	42	25	8	2.09	+0.99 *
9 Does this organization try to improve working conditions	25	20	25	2.67	0	42	50	8	0	1.64	+1.03 *
10 Are there things about working here -policies, practices, or conditions- that encourage you to work hard	44	40	68	3.00	8	8	67	8	8	1.56	+1.44 *

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Influence and Control	87	90	59	3.27						2.66	+0.61 *
13 Do first-line supervisors have influence on what goes on in your dept	74	83	37	3.42	0	17	42	25	17	3.40	+0.02
14 Do non-supervisory employees have influence on what goes on in your department	91	91	61	2.83	0	33	50	17	0	2.10	+0.73 *
15 Do middle managers have influence on what goes on in your department	71	69	64	3.58	0	17	25	42	17	2.50	+1.08 *
Job Design											
Job Challenge	71	75	52	3.68						2.95	+0.73 *
90 Do you enjoy performing the actual day-to-day activities that make up your job	80	83	62	4.00	0	0	42	17	42	3.60	+0.40 *
93 Does your job let you do a number of different things	44	44	50	3.50	17	17	0	33	33	2.70	+0.80 *
94 Does your job let you learn new things and skills	77	79	55	3.73	8	17	8	17	42	2.60	+1.13 *
95 Does your job use your skills and abilities -- let you do the things you can do best	67	66	44	3.50	8	17	25	17	33	3.09	+0.41 *
Job Reward	44	37	56	2.63						2.51	+0.12
96 Does doing your job well lead to things like pay increases and bonuses	20	17	48	1.75	75	8	0	0	17	1.40	+0.35 *
97 Does doing your job well lead to things like recognition and respect from those you work with	55	40	55	3.25	17	17	25	8	33	3.20	+0.05
98 Does your job provide good chances for getting ahead	74	74	62	2.92	8	42	17	17	17	2.90	+0.02

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Job Clarity	13	13	10	2.97						3.29	-0.32 *
99 Are you clear about what people expect you to do on your job	92	92	77	4.42	0	0	25	8	67	3.89	+0.53 *
100 There are NOT times when one person wants you to do one thing and someone else wants you to do something diff	27	26	32	2.92	17	17	42	8	17	3.67	-0.75 *
101 People do NOT expect too much from you on your job	3	2	3	1.58	67	17	8	8	0	2.38	-0.80 *
Job design: Non-index questions											
91 Does doing your job well give you a feeling of personal satisfaction	90	90	56	4.75	0	0	0	25	75	3.90	+0.85 *
92 Does your job give you the opportunity to find out how well you are doing	94	97	75	4.36	0	0	8	42	42	3.33	+1.03 *
Shape											
Organization of Work	41	40	18	2.96						2.66	+0.30 *
1 Is this organization generally quick to use improved work methods	20	20	28	2.67	17	25	42	8	8	2.27	+0.40 *
2 Does this organization have goals and objectives that are both clear-cut and reasonable	44	37	8	3.08	8	17	42	25	8	2.91	+0.17
3 Are work activities sensibly organized in this organization	70	70	54	3.25	8	8	50	17	17	2.82	+0.43 *
4 In this org., are decisions made at those levels where the most adequate and accurate information is available	41	40	21	2.83	8	25	42	25	0	2.64	+0.19

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Absence of Bureaucracy	19	53	20	2.94						3.21	-0.27 *
102 You do NOT get endlessly referred from person to person when you need help	15	50	16	3.00	17	25	17	25	17	3.33	-0.33 *
103 You do NOT have to go through a lot of "red tape" to get things done	28	47	32	2.83	17	25	25	25	8	2.75	+0.08
104 You do NOT get hemmed in by long-standing rules and regulations that no one seems to be able to explain	33	66	54	3.09	8	17	33	25	8	3.50	-0.41 *
Coordination	63	60	38	3.12						2.55	+0.57 *
105 Do different units plan together and coordinate their efforts	87	85	58	3.17	0	25	33	42	0	2.11	+1.06 *
106 Does your unit receive cooperation and assistance from other units	70		53	3.00	17	17	33	17	17	2.56	+0.44 *
107 How are problems between units resolved 1 = Nothing 2 = Little is done 3 = Discussed but often unresolved 4 = Appealed to higher level 5 = Worked out at the level where they appear	50	60	32	3.50	8	0	25	17	17	2.86	+0.64 *
Coordination Moderator											
Work Interdependence	55		65	3.56						3.10	+0.48 *
108 Does your unit's work require information from several other units	55		81	3.58	0	17	33	25	25	3.00	+0.58 *
109 Is the success of your unit affected by the activities of other units	55		85	3.58	0	25	25	17	33	3.20	+0.38 *

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SUPERVISORY LEADERSHIP											
Support	76	78	80	(4.61) 4.41						*3.72*	*+0.69* *
24 Is your supervisor friendly and easy to approach	66	67	75	(4.64) 4.33	0	0	17	33	50	3.82	+0.51 *
26 When you talk with your supervisor, does your supervisor pay attention to what you are saying	70	72	78	(4.58) 4.33	0	8	8	25	58	3.64	+0.69 *
28 Is your supervisor willing to listen to your problems	85	85	83	(4.58) 4.58	0	8	0	17	75	3.73	+0.85 *
Team Building	58	60	72	(4.25) 3.63						*2.95*	*+0.68* *
30 Does your supervisor encourage the persons who work in the group to work as a team	57	65	47	(4.55) 3.67	8	0	33	33	25	3.00	+0.67 *
32 Does your supervisor encourage people who work in the group to exchange opinions and ideas	59	68	42	(4.42) 3.58	0	17	33	25	25	2.91	+0.67 *
Goal Emphasis	46	52	54	(4.42) 3.71						*3.18*	*+0.53* *
34 Does your supervisor encourage people to give their best effort	54	62	64	(4.42) 3.83	0	17	17	33	33	3.27	+0.56 *
36 Does your supervisor maintain high standards of performance in the group	38	39	42	(4.42) 3.58	8	8	25	33	25	3.09	+0.49 *
Work Facilitation	63	70	39	(4.36) 3.47						*2.76*	*+0.71* *
38 Does your supervisor provide help, training, and guidance so that you can improve your performance	60	71	37	(4.33) 3.42	0	17	42	25	17	2.55	+0.87 *
40 Does your supervisor provide the help you need so that you can schedule work ahead of time	65	70	39	(4.33) 3.50	0	17	33	33	17	3.00	+0.50 *
42 Does your supervisor offer new ideas for solving job-related problems	62	65	44	(4.42) 3.50	0	17	33	33	17	2.73	+0.77 *

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Encouragement of Participation	78	77	58	3.61						2.53	+1.08 *
44 Does your supervisor provide the members of your work group with info about the decisions in advance	80	80	62	3.67	8	8	17	42	25	2.36	+1.31 *
45 Does your supervisor ask for opinions and ideas from members of your work group	83	83	67	3.83	8	0	25	33	33	2.64	+1.19 *
46 Does your supervisor meet with members as a group, present problems, and work with group to find solutions	67	69	41	3.33	17	17	8	33	25	2.70	+0.63 *
Supervisory leadership: Non-index questions											
47 Would you LIKE your supervisor to involve your work group in solving problems that affect the group			54	4.17	0	0	25	33	42	4.18	-0.01
55 Does your supervisor have confidence and trust in you	83	85	71	4.33	0	0	8	50	42	3.63	+0.70 *
56 Do you have confidence and trust in your supervisor	86	84	86	4.50	0	0	8	33	58	3.33	+1.17 *

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Perceived Causes of Supervisory Leadership												
Interpersonal Competence	49	51	45	*3.58*						*3.06*	*+0.52* *
48 Does your supervisor have knowledge of what it takes to be a good leader	55	56	48	3.58	0	17	33	25	25	2.91	+0.67 *
49 Does your supervisor's attitude encourage participation and commitment from work group members	53	55	44	3.50	0	17	33	33	17	2.82	+0.68 *
50 Does your supervisor have skills for getting along with others	40	43	44	3.67	8	0	33	33	25	3.45	+0.22
Involvement	57	57	55	*3.59*						*2.78*	*+0.80* *
51 Does your supervisor have information about how work group members see and feel about things	73	78	62	3.67	0	17	17	50	17	2.67	+1.00 *
52 Does your supervisor have interest in and concern for work group members	40	40	18	3.50	8	8	33	25	25	2.89	+0.61 *
Administrative Scope	50	53	41	*3.50*						*3.10*	*+0.40* *
53 Does your supervisor have the necessary administrative skills	50	60	57	3.67	8	0	33	33	25	3.20	+0.47 *
54 Does your supervisor have a work situation which allows your supervisor to be a good leader	47	50	33	3.33	0	17	50	17	17	3.00	+0.33 *

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PEER RELATIONSHIPS												
				(4.58)								
Support	80	82	92	4.27						3.40	+0.87 *
				(4.67)								
60 Are the persons in your work group friendly and easy to approach	65	67	86	4.25	0	0	25	25	50	3.40	+0.85 *
				(4.75)								
62 Do the persons in your work group pay attention to what you are saying	90	90	98	4.50	0	0	8	33	58	3.40	+1.10 *
				(4.33)								
64 Are persons in your work group willing to listen to your problems	75	78	68	4.08	8	0	17	25	50	3.40	+0.68 *
				(4.61)								
Team Building	89	91	81	3.97						2.33	+1.64 *
				(4.58)								
66 Do persons in your work group encourage each other to work as a team	91	91	86	4.08	0	8	17	33	42	2.30	+1.78 *
				(4.58)								
68 Do persons in your work group emphasize a team goal	86	91	68	3.83	0	8	25	42	25	2.00	+1.83 *
				(4.67)								
70 Do persons in your work group exchange opinions and ideas	80	80	73	4.00	8	0	17	33	42	2.70	+1.30 *
				(4.79)								
Goal Emphasis	80	82	61	3.83						2.80	+1.03 *
				(4.83)								
72 Do persons in your group encourage each other to give their best efforts	76	81	45	3.58	8	8	25	33	25	2.60	+0.98 *
				(4.75)								
74 Do persons in your work group maintain high standards of performance	82	83	78	4.08	0	0	17	58	25	3.00	+1.08 *
				(4.67)								
Work Facilitation	95	87	66	3.75						2.90	+0.85 *
				(4.92)								
76 Do persons in your work group help you find ways to do a better job	92	93	90	4.18	0	17	8	8	58	2.80	+1.38 *
				(4.58)								
78 Do persons in your work group provide the info or help you need so that you can plan work ahead of time	75	79	44	3.42	8	8	33	33	17	2.90	+0.52 *
				(4.67)								
80 Do persons in your work group offer each other new ideas for solving job-related problems	80	81	56	3.75	0	17	17	42	25	3.00	+0.75 *

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END RESULTS											
Group Functioning	75	78	78	3.91						2.99	+0.92 *
82 Does your work group plan together and coordinate its efforts	76	77	50	3.58	0	8	42	33	17	2.60	+0.98 *
83 Does your work group make good decisions and solve problems well	70	70	61	3.75	0	17	17	42	25	2.67	+1.08 *
84 Is information about important events and situations shared within your work group	73	75	56	3.75	0	8	33	33	25	3.20	+0.55 *
85 Does your work group feel responsible for meeting its objectives successfully	80	80	92	4.33	0	0	25	17	58	3.20	+1.13 *
86 Is your work group able to respond to unusual work demands placed on it	64	68	85	4.17	0	0	17	50	33	3.30	+0.87 *
87 Do you have confidence and trust in the persons in your work group	65	59	81	3.92	0	17	25	8	50	2.90	+1.02 *
Group Performance			66	4.14						3.70	+0.44 *
57 Does your work group produce the amount of work that is expected of it			50	3.92	0	8	33	17	42	3.60	+0.32 *
58 Is your work group efficient in doing the work that is expected of it			44	4.00	0	8	17	42	33	3.78	+0.22
59 Is your group's work high in quality			89	4.50	0	0	8	33	58	3.78	+0.72 *
Individual Performance			72	4.13						4.13	+0.20
110 Do you produce the amount of work that is expected of you			49	4.08	0	0	25	42	33	4.00	+0.08
111 Are you efficient in doing the work that is expected of you			90	4.58	0	0	8	25	67	4.10	+0.48 *
112 Do you produce work which is high in quality			63	4.33	0	0	8	50	42	4.30	+0.03

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Satisfaction	56	53	56	3.61						2.88	+0.73 *
17 Overall, are you satisfied with the persons in your work group	45	46	45	4.00	0	8	33	8	50	3.70	+0.30 *
18 Overall, are you satisfied with your supervisor	45	45	49	3.91	8	8	8	25	42	3.55	+0.36 *
19 Overall, are you satisfied with your job	55	51	44	3.92	8	8	8	33	42	3.55	+0.37 *
20 Overall, are you satisfied with this organization	60	53	66	3.83	0	8	25	42	25	2.45	+1.38 *
21 Considering your skills and the effort you put into your work, are you satisfied with your pay	37	46	49	2.92	25	8	25	33	8	1.91	+1.01 *
22 Are you satisfied with the progress you have made in this organization up to now	55	51	51	3.42	17	8	25	17	33	2.70	+0.72 *
23 Are you satisfied with your chances for getting ahead in this organization in the future	73	70	74	3.33	8	25	17	25	25	2.45	+0.88 *
Goal Integration (*)	66	65	42	2.79						1.44	+1.35 *
114 Is this organization effective in getting you to meet its needs and contribute to its effectiveness	33	28	48	3.17	17	17	17	33	17	3.13	+0.04
115 Does this organization do a good job of meeting your needs as an individual	80	77	48	3.96	8	25	17	8	33	2.10	+1.26 *

(*) NOTE: This index is calculated using a special formula

NORM COMPARISONS:
Org. Level: WHITE COLLAR, FIRST-LINE
Function: PROFESSIONAL/TECHNICAL
Internal: U OF PR - PONCE 10 GRPS

PYRAMID FOR
BAYAMON TECHNOLOGICAL UNIVERSITY COLLEGE

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 12

PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Miscellaneous non-index questions											
16 Overall, are you satisfied with the process used to evaluate your performance			36	2.50	33	8	33	25	0	1.82	+0.68 *
88 When conflicts arise between work group members, are mutually acceptable solutions sought			17	3.25	8	8	42	33	8	2.50	+0.75 *
89 When solutions are reached, do the opposing group members accept and implement them			15	3.25	8	8	42	33	8	2.90	+0.35 *
113 Is your pay equitable to the pay of others doing the same type of work	31		19	2.67	25	8	50	8	8	2.89	-0.22

NORM COMPARISONS:
Org. Level: WHITE COLLAR, FIRST-LINE
Function: PROFESSIONAL/TECHNICAL
Internal: U OF PR - PONCE 10 GRPS

PYRAMID FOR
CAROLINA REGIONAL COLLEGE

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 12

PRIMARY AREA / *Index* / Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Perceived Causes of Supervisory Leadership											
Interpersonal Competence	60	63	60	3.77						3.23	+0.54 *
48 Does your supervisor have knowledge of what it takes to be a good leader	55	56	48	3.58	0	8	33	50	8	3.14	+0.44 *
49 Does your supervisor's attitude encourage participation and commitment from work group members	56	59	50	3.58	0	17	33	25	25	3.29	+0.29 *
50 Does your supervisor have skills for getting along with others	67	68	75	4.17	0	0	8	67	25	3.29	+0.88 *
Involvement	65	65	63	3.71						3.29	+0.42 *
51 Does your supervisor have information about how work group members see and feel about things	73	78	62	3.67	0	0	42	50	8	3.14	+0.53 *
52 Does your supervisor have interest in and concern for work group members	54	50	63	3.75	0	0	33	58	8	3.43	+0.32 *
Administrative Scope	45	47	32	3.42						3.29	+0.13
53 Does your supervisor have the necessary administrative skills	37	35	28	3.42	0	17	42	25	17	3.14	+0.28 *
54 Does your supervisor have a work situation which allows your supervisor to be a good leader	53	55	33	3.42	8	0	33	58	0	3.43	-0.01

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PYRAMID FOR
CAROLINA REGIONAL COLLEGE

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 12

PRIMARY AREA *Index* Question: To what extent..	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Encouragement of Participation	76	76	56	3.58						3.14	+0.44 *
44 Does your supervisor provide the members of your work group with info about the decisions in advance	74	70	50	3.50	0	8	50	25	17	3.29	+0.21
45 Does your supervisor ask for opinions and ideas from members of your work group	80	80	61	3.75	0	8	33	33	25	3.00	+0.75 *
46 Does your supervisor meet with members as a group, present problems, and work with group to find solutions	74	75	54	3.50	8	17	17	33	25	3.14	+0.36 *
Supervisory leadership: Non-index questions											
47 Would you LIKE your supervisor to involve your work group in solving problems that affect the group			74	4.42	0	0	8	42	50	4.29	+0.13
55 Does your supervisor have confidence and trust in you	79	80	66	4.25	0	0	17	42	42	3.86	+0.39 *
56 Do you have confidence and trust in your supervisor	60	60	59	4.00	0	0	25	42	25	3.57	+0.43 *

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PYRAMID FOR
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Survey Date: APRIL, 1991
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PRIMARY AREA / *Index* / Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
SUPERVISORY LEADERSHIP												
Support	66	70	71	(4.64) 4.27						3.71	+0.56 *
24 Is your supervisor friendly and easy to approach	60	60	70	(4.58) 4.25	0	0	25	25	50	3.71	+0.54 *
26 When you talk with your supervisor, does your supervisor pay attention to what you are saying	65	67	71	(4.58) 4.25	0	8	17	17	58	3.71	+0.54 *
28 Is your supervisor willing to listen to your problems	70	72	71	(4.75) 4.33	0	17	0	17	67	3.71	+0.62 *
Team Building	72	81	71	(4.63) 3.92						3.14	+0.78 *
30 Does your supervisor encourage the persons who work in the group to work as a team	67	77	70	(4.75) 3.92	0	17	8	42	33	3.00	+0.92 *
32 Does your supervisor encourage people who work in the group to exchange opinions and ideas	76	83	70	(4.50) 3.92	0	0	12	25	33	3.29	+0.63 *
Goal Emphasis	53	58	65	(4.63) 3.83						3.36	+0.47 *
34 Does your supervisor encourage people to give their best effort	60	70	75	(4.67) 4.00	0	0	25	50	25	3.57	+0.43 *
36 Does your supervisor maintain high standards of performance in the group	42	44	48	(4.58) 3.67	0	8	33	42	17	3.14	+0.53 *
Work Facilitation	82	89	69	(4.61) 3.86						3.04	+0.82 *
38 Does your supervisor provide help, training, and guidance so that you can improve your performance	73	83	62	(4.67) 3.75	0	8	25	50	17	3.00	+0.75 *
40 Does your supervisor provide the help you need so that you can schedule work ahead of time	88	91	79	(4.50) 4.08	0	0	33	25	42	3.00	+1.08 *
42 Does your supervisor offer new ideas for solving job-related problems	75	80	62	(4.67) 3.75	8	8	25	17	42	3.14	+0.61 *

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PRIMARY AREA *Index* Question: To what extent..	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Absence of Bureaucracy	19	55	22	2.96						3.42	-0.47 *
102 You do NOT get endlessly referred from person to person when you need help	11	37	10	2.83	17	17	42	17	8	3.57	-0.74 *
103 You do NOT have to go through a lot of "red tape" to get things done	43	64	50	3.08	17	25	17	17	25	3.50	-0.42 *
104 You do NOT get hemmed in by long-standing rules and regulations that no one seems to be able to explain	30	60	45	3.00	17	25	17	8	25	3.43	-0.43 *
Coordination	64	41	39	3.13						2.90	+0.23
105 Do different units plan together and coordinate their efforts	93	82	50	3.08	8	0	67	25	0	2.57	+0.51 *
106 Does your unit receive cooperation and assistance from other units	65		44	2.92	17	0	58	25	0	2.43	+0.49 *
107 How are problems between units resolved 1 = Nothing 2 = Little is done 3 = Discussed but often unresolved 4 = Appealed to higher level 5 = Worked out at the level where they appear	45	55	27	3.42	8	8	25	50	8	3.71	-0.29 *
Coordination Moderator											
Work Interdependence	45		76	3.42						3.00	+0.42 *
108 Does your unit's work require information from several other units	35		60	3.25	0	17	42	42	0	3.00	+0.25 *
109 Is the success of your unit affected by the activities of other units	55		85	3.58	0	8	25	67	0	3.00	+0.58 *

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PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Job Clarity	25	22	34	3.16						3.24	-0.08
99 Are you clear about what people expect you to do on your job	88	88	65	4.25	0	0	17	42	42	3.86	+0.39 *
100 There are NOT times when one person wants you to do one thing and someone else wants you to do something diff	43	35	47	3.08	8	33	25	8	25	3.29	-0.21
101 People do NOT expect too much from you on your job	7	6	24	2.17	25	42	25	8	0	2.57	-0.40 *
Job design: Non-index questions											
91 Does doing your job well give you a feeling of personal satisfaction	70	70	14	4.50	0	0	8	33	58	4.43	+0.07
92 Does your job give you the opportunity to find out how well you are doing	90	93	47	4.00	0	0	17	67	17	3.86	+0.14
Shape											
Organization of work	32	32	10	2.85						2.96	-0.11
1 Is this organization generally quick to use improved work methods	26	24	35	2.75	0	42	42	17	0	3.00	-0.25 *
2 Does this organization have goals and objectives that are both clear-cut and reasonable	48	43	13	3.17	0	17	58	17	8	3.14	+0.03
3 Are work activities sensibly organized in this organization	38	47	11	2.83	8	17	58	17	0	3.00	-0.17
4 In this org., are decisions made at those levels where the most adequate and accurate information is available	30	27	8	2.67	8	33	42	17	0	2.71	-0.04

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PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Influence and Control	99	90	60	3.20						2.97	+0.32 *
13 Do first-line supervisors have influence on what goes on in your dept	81	88	66	3.58	0	17	33	25	25	3.57	+0.01
14 Do non-supervisory employees have influence on what goes on in your department	90	88	50	2.67	25	25	17	25	8	2.57	+0.10
15 Do middle managers have influence on what goes on in your department	74	72	67	3.64	0	0	50	25	17	2.83	+0.81 *
Job Design											
Job Challenge	85	69	72	3.94						3.79	+0.15
90 Do you enjoy performing the actual day-to-day activities that make up your job	84	87	70	4.08	0	0	17	58	25	3.86	+0.22
93 Does your job let you do a number of different things	69	70	72	3.83	0	8	25	42	25	3.86	-0.03
94 Does your job let you learn new things and skills	82	83	61	3.83	0	0	42	33	25	3.71	+0.12
95 Does your job use your skills and abilities -- let you do the things you can do best	90	90	76	4.00	0	0	25	50	25	3.71	+0.29 *
Job Reward	53	49	66	2.77						3.19	-0.42 *
96 Does doing your job well lead to things like pay increases and bonuses	36	35	75	2.17	50	8	17	25	0	2.71	-0.54 *
97 Does doing your job well lead to things like recognition and respect from those you work with	65	54	65	3.42	8	8	42	17	25	3.71	-0.29 *
98 Does your job provide good chances for getting ahead	64	64	50	2.75	8	33	33	25	0	3.14	-0.39 *

UNIVERSITY OF PUERTO RICO - PONCE

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PYRAMID FOR
CAROLINA REGIONAL COLLEGE

Survey Date: APRIL, 1991
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Number Surveyed: 12

PRIMARY AREA / *Index* / Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
ORGANIZATION CLIMATE	what percent of groups like yours are you better than?											
Guidance System	At the same REPORTING LEVEL	JOB	ORG								
Communication Flow	50	48	16	2.80						2.66	+0.14
Decision Making Practices	60	57	43	2.71						2.60	+0.11
Concern for People	27	21	24	2.71						2.95	-0.24
Influence and Control	88	90	60	3.29						2.97	+0.32 *
Job Design											
Job Challenge	85	69	72	3.84						3.79	+0.15
Job Reward	52	36	60	2.77						3.19	-0.42 *
Job Clarity	25	22	34	3.16						3.24	-0.08
Shape											
Organization of Work	32	32	10	2.85						2.96	-0.11
Absence of Bureaucracy	10	66	22	2.96						3.43	-0.47 *
Coordination	64	41	39	3.13						2.90	+0.23
Coordination Moderator											
Work Interdependence	45		70	3.42						3.00	+0.42 *
SUPERVISORY LEADERSHIP											
Support	66	70	71	(4.44) 4.27						3.71	+0.56 *
Team Building	72	41	74	(4.23) 3.02						3.14	+0.78 *
Goal Emphasis	53	58	45	(4.43) 3.43						3.36	+0.07 *
Work Facilitation	92	80	81	(4.61) 3.86						3.04	+0.82 *
Encouragement of Participation	76	76	50	3.58						3.14	+0.44 *

UNIVERSITY OF PUERTO RICO - PONCE

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PYRAMID FOR
CAROLINA REGIONAL COLLEGE

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Perceived Causes of Supervisory Leadership											
Interpersonal Competence	60	63	60	3.77						3.23	+0.54 *
Involvement	65	65	63	3.71						3.29	+0.42 *
Administrative Scope	45	47	32	3.42						3.29	+0.13
PEER RELATIONSHIPS											
Support	73	72	80	(4.50) 4.16						3.81	+0.35 *
Team Building	56	60	74	(4.50) 3.91						3.09	+0.82 *
Goal Emphasis	76	80	56	(4.50) 3.78						3.14	+0.65 *
Work Facilitation	67	65	71	(4.50) 3.60						3.08	+0.52 *
END RESULTS											
Group Functioning	77	80	82	3.92						3.44	+0.50 *
Goal Integration (**)	40	50	50	2.74						2.91	+0.20
Satisfaction	48	40	36	3.44						3.24	+0.27 *
Group Performance			43	4.11						3.90	+0.21
Individual Performance			54	4.22						4.29	-0.07

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PYRAMID FOR
CAROLINA REGIONAL COLLEGE

Survey Date: APRIL, 1991
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PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100 What percent of groups like yours are you better than? At the same: REPORTING LEVEL	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
ORGANIZATION CLIMATE		JOB	ORG								
Guidance System		48	16	2.80						2.66	+0.14
Communication Flow											
5 Is the information your work group gets about what is going on in other departments or units adequate	50	60	16	2.67	8	33	42	17	0	2.43	+0.24
6 Does this organization tell your work group what it needs to know to do the best possible job	62	17	7	2.42	17	33	42	8	0	3.00	-0.58 *
7 Are people above your supervisor receptive to ideas and suggestions coming from your work group	17	69	64	3.33	0	17	42	33	8	2.57	+0.76 *
Decision Making Practices	70									2.60	+0.11
11 When decisions are being made, are the persons affected asked for their ideas	60	57	43	2.71							
12 Is information widely shared in this org so that those who make decisions have access to such knowledge	65	67	42	2.75	17	17	50	8	8	2.67	+0.08
Concern for People	50	50	30	2.67	25	0	67	0	8	2.80	-0.13
8 Does this organization have a real interest in the welfare and overall satisfaction of those who work here	27	27	24	2.71						2.95	-0.24
9 Does this organization try to improve working conditions	37	32	31	2.83	17	17	33	33	0	2.86	-0.03
10 Are there things about working here -policies, practices, or conditions- that encourage you to work hard	21	18	19	2.58	17	25	42	17	0	2.86	-0.28 *
	24	18	37	2.68	17	8	58	8	0	3.17	-0.53 *

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PEER RELATIONSHIPS				(4.60)								
	73	74	60		4.16						3.81	+0.35 *
Support				(4.73)								
60 Are the persons in your work group friendly and easy to approach	55	56	68		4.08	0	0	17	58	25	3.43	+0.65 *
62 Do the persons in your work group pay attention to what you are saying	76	77	79	(4.64)	4.25	0	0	8	58	33	4.00	+0.25 *
64 Are persons in your work group willing to listen to your problems	80	83	77	(4.45)	4.17	0	0	8	67	25	4.00	+0.17
	86	93	76	(4.50)	3.91						3.09	+0.82 *
Team Building				(4.50)								
66 Do persons in your work group encourage each other to work as a team	90	90	80		4.00	0	8	17	42	33	3.14	+0.86 *
68 Do persons in your work group emphasize a team goal	88	91	75	(4.50)	3.92	0	0	25	58	17	3.00	+0.92 *
70 Do persons in your work group exchange opinions and ideas	73	79	63	(4.50)	3.93	0	0	33	42	17	3.14	+0.69 *
	78	81	80	(4.42)	3.78						3.14	+0.65 *
Goal Emphasis				(4.58)								
72 Do persons in your group encourage each other to give their best efforts	85	84	71		3.97	0	0	17	50	17	3.14	+0.69 *
74 Do persons in your work group maintain high standards of performance	60	62	58	(4.50)	3.75	0	0	42	42	17	3.14	+0.61 *
	87	89	71	(4.64)	3.90						3.29	+0.52 *
Work Facilitation				(4.73)								
76 Do persons in your work group help you find ways to do a better job	91	92	85		4.09	0	0	17	50	25	3.43	+0.66 *
78 Do persons in your work group provide the info or help you need so that you can plan work ahead of time	88	90	73	(4.67)	3.75	0	0	42	42	17	3.43	+0.32 *
80 Do persons in your work group offer each other new ideas for solving job-related problems	75	78	68	(4.58)	3.67	0	0	50	33	17	3.00	+0.67 *

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END RESULTS											
Group Functioning	77	80	82	*3.94*						*3.44*	*+0.50* *
82 Does your work group plan together and coordinate its efforts	80	80	60	3.67	0	8	33	42	17	3.33	+0.34 *
83 Does your work group make good decisions and solve problems well	77	77	83	3.92	0	0	33	42	25	3.43	+0.49 *
84 Is information about important events and situations shared within your work group	84	86	84	4.00	0	0	25	50	25	3.43	+0.57 *
85 Does your work group feel responsible for meeting its objectives successfully	65	65	68	4.08	0	0	25	42	33	3.43	+0.65 *
86 Is your work group able to respond to unusual work demands placed on it	50	52	70	4.00	0	0	25	50	25	3.57	+0.43 *
87 Do you have confidence and trust in the persons in your work group	70	70	90	4.00	0	0	25	50	25	3.43	+0.57 *
Group Performance			63	*4.11*						*3.90*	*+0.21*
57 Does your work group produce the amount of work that is expected of it			68	4.08	0	0	8	75	17	3.71	+0.37 *
58 Is your work group efficient in doing the work that is expected of it			64	4.17	0	0	8	67	25	4.00	+0.17
59 Is your group's work high in quality			50	4.08	0	0	8	75	17	4.00	+0.08
Individual Performance			54	*4.22*						*4.29*	*-0.07*
110 Do you produce the amount of work that is expected of you			64	4.17	0	0	0	83	17	4.29	-0.12
111 Are you efficient in doing the work that is expected of you			48	4.25	0	0	0	75	25	4.29	-0.04
112 Do you produce work which is high in quality			51	4.25	0	0	0	75	25	4.29	-0.04

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Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 12

PRIMARY AREA / *Index* / Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Satisfaction	48	*44*	*46*	*3.51*						*3.24*	*+0.27* *
17 Overall, are you satisfied with the persons in your work group	63	64	89	4.25	0	0	17	42	42	3.57	+0.68 *
18 Overall, are you satisfied with your supervisor	50	50	55	4.00	0	8	17	42	33	3.71	+0.29 *
19 Overall, are you satisfied with your job	55	51	44	3.92	0	8	25	33	33	4.29	-0.37 *
20 Overall, are you satisfied with this organization	30	28	19	3.25	8	17	25	42	8	2.71	+0.54 *
21 Considering your skills and the effort you put into your work, are you satisfied with your pay	32	36	10	2.75	17	33	17	25	8	2.43	+0.32 *
22 Are you satisfied with the progress you have made in this organization up to now	55	51	51	3.42	8	8	33	33	17	3.14	+0.28 *
23 Are you satisfied with your chances for getting ahead in this organization in the future	60	50	56	3.00	17	25	17	25	17	2.86	+0.14
Goal Integration (*)	60	58	36	2.71						2.51	+0.20
114 Is this organization effective in getting you to meet its needs and contribute to its effectiveness	20	20	31	3.00	8	17	50	17	8	3.14	-0.14
115 Does this organization do a good job of meeting your needs as an individual	56	54	16	3.00	8	8	58	25	0	2.86	+0.14

(*) NOTE: This index is calculated using a special formula

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CAROLINA REGIONAL COLLEGE

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 12

PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Miscellaneous non-index questions												
16 Overall, are you satisfied with the process used to evaluate your performance			78	3.50	8	0	42	33	17	2.86	+0.64 *
88 When conflicts arise between work group members, are mutually acceptable solutions sought			80	3.83	0	0	42	33	25	3.57	+0.26 *
89 When solutions are reached, do the opposing group members accept and implement them			90	3.92	0	0	25	58	17	3.43	+0.49 *
113 Is your pay equitable to the pay of others doing the same type of work	$5		44	3.00	8	17	50	17	8	3.00	0.00

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LA MONTANA REGIONAL COLLEGE

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 9

PRIMARY AREA / *Index* / Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
ORGANIZATION CLIMATE	What percent of groups like yours are you better than? At the same:										
Guidance System	REPORTING LEVEL	JOB	ORG								
Communication Flow	65	63	41	3.03						2.31	+0.72 *
Decision Making Practices	64	61	52	2.78						2.56	+0.22
Concern for People	47	39	58	3.03						2.51	+0.52 *
Influence and Control	79	83	42	3.11						2.62	+0.49 *
Job Design											
Job Challenge	50	52	32	3.42						3.31	+0.11
Job Reward	39	32	49	2.55						2.48	+0.07
Job Clarity	66	62	95	3.63						3.29	+0.34 *
Shape											
Organization of Work	84	83	89	3.50						2.97	+0.53 *
Absence of Bureaucracy	35	71	46	3.18						3.07	+0.11
Coordination	69	67	46	3.22						2.81	+0.41 *
Coordination Moderator											
Work Interdependence	10		24	2.67						3.13	-0.46 *
SUPERVISORY LEADERSHIP											
Support	63	65	67	(4.37) 4.22						3.26	+0.96 *
Team Building	84	89	90	(4.63) 4.22						2.72	+1.50 *
Goal Emphasis	60	64	74	(4.44) 3.94						2.78	+1.16 *
Work Facilitation	71	78	51	(4.46) 3.63						3.00	+0.63 *
Encouragement of Participation	78	78	59	3.63						2.85	+0.78 *

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PRIMARY AREA / Index / Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Perceived Causes of Supervisory Leadership											
Interpersonal Competence	72	77	75	4.00						2.48	+1.52 *
Involvement	62	63	60	3.67						2.78	+0.89 *
Administrative Scope	58	61	54	3.61						3.22	+0.39 *
PEER RELATIONSHIPS											
Support	38	42	9	(4.37) 3.74						3.63	+0.11
Team Building	76	81	46	(4.52) 3.66						3.00	+0.66 *
Goal Emphasis	67	69	35	(4.50) 3.61						3.22	+0.39 *
Work Facilitation	81	83	52	(4.37) 3.63						3.22	+0.41 *
END RESULTS											
Group Functioning	52	55	24	3.69						3.39	+0.20
Goal Integration (*)	80	80	63	3.04						1.74	+1.30 *
Satisfaction ▲	50	47	49	3.54						3.26	+0.28 *
Group Performance			21	3.78						3.59	+0.19
Individual Performance			19	4.00						4.00	0.00

(*) NOTE: This index is calculated using a special formula

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PRIMARY AREA / *Index* / Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
ORGANIZATION CLIMATE	What percent of groups like yours are you better than?											
Guidance System	At the same: REPORTING LEVEL	JOB	ORG								
Communication Flow	65	*63*	*41*	*3.03*						*2.31*	*+0.72* *
5 Is the information your work group gets about what is going on in other departments or units adequate	69	68	26	2.78	0	14	33	22	0	1.75	+1.03 *
6 Does this organization tell your work group what it needs to know to do the best possible job	70	70	66	3.33	0	0	78	11	11	2.67	+0.66 *
7 Are people above your supervisor receptive to ideas and suggestions coming from your work group	50	50	33	3.00	0	22	67	0	11	2.38	+0.62 *
Decision Making Practices	64	*61*	*52*	*2.78*						*2.56*	*+0.22*
11 When decisions are being made, are the persons affected asked for their ideas	79	69	76	2.89	11	22	33	33	0	2.38	+0.51 *
12 Is information widely shared in this org. so that those who make decisions have access to such knowledge	50	50	30	2.67	11	33	33	22	0	2.75	-0.08
Concern for People	47	*39*	*56*	*3.03*						*2.51*	*+0.52* *
8 Does this organization have a real interest in the welfare and overall satisfaction of those who work here	54	44	50	3.11	0	11	78	0	11	2.56	+0.55 *
9 Does this organization try to improve working conditions	58	54	70	3.22	0	11	67	11	11	2.56	+0.66 *
10 Are there things about working here -policies, practices, or conditions- that encourage you to work hard	31	24	49	2.78	11	0	89	0	0	2.44	+0.34 *

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PRIMARY AREA / *Index* / Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Influence and Control	79	83	42	3.11						2.62	+0.49 *
13 Do first-line supervisors have influence on what goes on in your dept	91	92	96	3.89	0	11	22	33	33	3.57	+0.32 *
14 Do non-supervisory employees have influence on what goes on in your department	69	70	24	2.22	11	56	33	0	0	1.71	+0.51 *
15 Do middle managers have influence on what goes on in your department	44	45	39	3.22	0	11	56	33	0	2.57	+0.65 *
Job Design											
Job Challenge	50	52	32	3.42						3.31	+0.11
90 Do you enjoy performing the actual day-to-day activities that make up your job	66	71	42	3.78	0	0	33	56	11	3.56	+0.22
93 Does your job let you do a number of different things	28	28	30	3.22	11	11	44	11	22	3.56	-0.34 *
94 Does your job let you learn new things and skills	45	46	19	3.11	11	11	44	22	11	3.00	+0.11
95 Does your job use your skills and abilities -- let you do the things you can do best	70	69	48	3.56	0	22	22	33	22	3.11	+0.45 *
Job Reward	39	32	49	2.55						2.48	+0.07
96 Does doing your job well lead to things like pay increases and bonuses	17	14	42	1.67	56	22	22	0	0	2.00	-0.33 *
97 Does doing your job well lead to things like recognition and respect from those you work with	60	47	60	3.33	0	22	33	33	11	3.00	+0.33 *
98 Does your job provide good chances for getting ahead	60	60	44	2.67	22	22	22	33	0	2.44	+0.23

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PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Job Clarity	66	62	95	3.63						3.29	+0.34 *
99 Are you clear about what people expect you to do on your job	87	87	63	4.22	0	0	11	56	33	4.22	0.00
100 There are NOT times when one person wants you to do one thing and someone else wants you to do something diff.	62	57	78	3.44	0	22	33	22	22	3.22	+0.22
101 People do NOT expect too much from you on your job	36	36	94	3.25	0	33	22	11	22	2.44	+0.81 *
Job design: Non-index questions											
91 Does doing your job well give you a feeling of personal satisfaction	94	92	40	4.67	0	0	11	11	78	4.11	+0.56 *
92 Does your job give you the opportunity to find out how well you are doing	87	92	38	3.89	0	0	33	44	22	3.33	+0.56 *
Shape											
Organization of Work	94	83	89	3.50						2.97	+0.53 *
1 Is this organization generally quick to use improved work methods	68	65	83	3.33	0	11	56	22	11	2.56	+0.77 *
2 Does this organization have goals and objectives that are both clear-cut and reasonable	87	86	89	3.89	0	0	33	44	22	3.56	+0.33 *
3 Are work activities sensibly organized in this organization	86	89	86	3.56	0	0	56	33	11	3.11	+0.45 *
4 In this org., are decisions made at those levels where the most adequate and accurate information is available	69	69	69	3.22	0	0	78	22	0	2.67	+0.55 *

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Absence of Bureaucracy	33	71	46	3.18						3.07	+0.11
102 You do NOT get endlessly referred from person to person when you need help	30	70	35	3.33	22	11	11	22	33	2.89	+0.44 *
103 You do NOT have to go through a lot of "red tape" to get things done	44	66	53	3.11	0	33	33	22	11	3.22	-0.11
104 You do NOT get hemmed in by long-standing rules and regulations that no one seems to be able to explain	34	68	56	3.11	11	22	33	11	22	3.11	0.00
Coordination	69	67	46	3.22						2.81	+0.41 *
105 Do different units plan together and coordinate their efforts	60	58	15	2.67	22	11	56	0	11	2.22	+0.45 *
106 Does your unit receive cooperation and assistance from other units	83		75	3.22	0	11	56	33	0	2.56	+0.66 *
107 How are problems between units resolved 1 = Nothing 2 = Little is done 3 = Discussed but often unresolved 4 = Appealed to higher level 5 = Worked out at the level where they appear	71	75	52	3.88	0	11	11	44	22	3.67	+0.21
Coordination Moderator											
Work Interdependence	10		24	2.67						3.13	-0.46 *
108 Does your unit's work require information from several other units	17		33	2.89	11	22	33	33	0	3.22	-0.33 *
109 Is the success of your unit affected by the activities of other units	9		19	2.44	22	33	22	22	0	3.00	-0.56 *

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PRIMARY AREA *Index* Question: To what extent..	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
SUPERVISORY LEADERSHIP												
Support	63	65	67	(4.27) 4.22						3.26	+0.96 *
24 Is your supervisor friendly and easy to approach	66	67	75	(4.38) 4.33	0	0	22	22	56	3.22	+1.11 *
26 When you talk with your supervisor, does your supervisor pay attention to what you are saying	73	74	81	(4.57) 4.39	0	0	11	33	44	3.67	+0.71 *
28 Is your supervisor willing to listen to your problems	57	59	57	(4.25) 4.11	0	0	33	22	44	2.89	+1.22 *
Team Building	84	89	90	(4.63) 4.22						2.72	+1.50 *
30 Does your supervisor encourage the persons who work in the group to work as a team	88	92	96	(4.63) 4.44	0	0	11	33	56	2.78	+1.66 *
32 Does your supervisor encourage people who work in the group to exchange opinions and ideas	80	84	78	(4.63) 4.00	0	0	22	56	22	2.67	+1.33 *
Goal Emphasis	60	64	74	(4.44) 3.94						2.78	+1.16 *
34 Does your supervisor encourage people to give their best effort	69	75	82	(4.63) 4.11	0	0	22	44	33	3.11	+1.00 *
36 Does your supervisor maintain high standards of performance in the group	48	50	57	(4.25) 3.78	0	0	44	33	22	2.44	+1.34 *
Work Facilitation	71	78	51	(4.46) 3.63						3.00	+0.63 *
38 Does your supervisor provide help, training, and guidance so that you can improve your performance	56	67	32	(4.56) 3.33	0	0	78	11	11	2.67	+0.66 *
40 Does your supervisor provide the help you need so that you can schedule work ahead of time	85	90	75	(4.38) 4.00	0	0	33	33	33	3.44	+0.56 *
42 Does your supervisor offer new ideas for solving job-related problems	65	68	48	(4.38) 3.56	0	11	33	44	11	2.89	+0.67 *

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Encouragement of Participation	78	*78*	*59*	*3.63*						*2.85*	*+0.78* *
44 Does your supervisor provide the members of your work group with info about the decisions in advance	76	73	54	3.56	0	0	44	56	0	2.89	+0.67 *
45 Does your supervisor ask for opinions and ideas from members of your work group	77	76	54	3.67	0	0	33	67	0	2.89	+0.78 *
46 Does your supervisor meet with members as a group, present problems, and work with group to find solutions	80	80	67	3.67	0	0	44	44	11	2.78	+0.89 *
Supervisory leadership: Non-index questions											
47 Would you LIKE your supervisor to involve your work group in solving problems that affect the group			59	4.22	0	0	11	56	33	4.44	-0.22
55 Does your supervisor have confidence and trust in you	53	54	40	3.89	0	0	22	67	11	3.22	+0.67 *
56 Do you have confidence and trust in your supervisor	54	53	51	3.89	0	0	22	67	11	2.56	+1.33 *

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Perceived Causes of Supervisory Leadership											
Interpersonal Competence	72	77	75	4.00						2.48	+1.52 *
48 Does your supervisor have knowledge of what it takes to be a good leader	65	71	64	3.78	0	0	22	78	0	2.56	+1.22 *
49 Does your supervisor's attitude encourage participation and commitment from work group members	83	83	84	4.11	0	0	22	44	33	2.22	+1.89 *
50 Does your supervisor have skills for getting along with others	64	65	72	4.11	0	0	11	67	22	2.67	+1.44 *
Involvement	62	63	60	3.67						2.78	+0.89 *
51 Does your supervisor have information about how work group members see and feel about things	68	69	54	3.56	0	0	44	56	0	2.67	+0.89 *
52 Does your supervisor have interest in and concern for work group members	55	52	64	3.78	0	0	33	56	11	2.89	+0.89 *
Administrative Scope	58	61	54	3.61						3.22	+0.39 *
53 Does your supervisor have the necessary administrative skills	50	60	57	3.67	0	0	33	67	0	2.89	+0.78 *
54 Does your supervisor have a work situation which allows your supervisor to be a good leader	62	63	50	3.56	0	11	22	67	0	3.56	0.00

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PEER RELATIONSHIPS											
Support	38	42	9	(4.37) 3.74						3.63	+0.11
60 Are the persons in your work group friendly and easy to approach	25	29	13	(4.44) 3.67	0	0	44	44	11	3.78	-0.11
62 Do the persons in your work group pay attention to what you are saying	51	54	18	(4.44) 3.89	0	0	22	67	11	3.67	+0.22
64 Are persons in your work group willing to listen to your problems	46	50	15	(4.22) 3.67	0	0	44	44	11	3.44	+0.23
Team Building	76	81	46	(4.52) 3.66						3.00	+0.66 *
66 Do persons in your work group encourage each other to work as a team	85	87	69	(4.56) 3.89	0	0	33	44	22	3.11	+0.78 *
68 Do persons in your work group emphasize a team goal	78	84	44	(4.44) 3.56	0	0	56	33	11	3.00	+0.56 *
70 Do persons in your work group exchange opinions and ideas	56	62	23	(4.56) 3.56	0	0	56	33	11	2.89	+0.67 *
Goal Emphasis	67	69	35	(4.50) 3.61						3.22	+0.39 *
72 Do persons in your group encourage each other to give their best efforts	80	83	54	(4.11) 3.67	0	0	56	22	22	2.89	+0.78 *
74 Do persons in your work group maintain high standards of performance	44	47	18	(4.56) 3.56	0	0	44	56	0	3.56	0.00
Work Facilitation	81	83	52	(4.37) 3.63						3.22	+0.41 *
76 Do persons in your work group help you find ways to do a better job	75	75	37	(4.44) 3.56	0	0	56	33	11	3.00	+0.56 *
78 Do persons in your work group provide the info or help you need so that you can plan work ahead of time	85	88	66	(4.44) 3.67	0	0	44	44	11	3.56	+0.11
80 Do persons in your work group offer each other new ideas for solving job-related problems	75	78	48	(4.22) 3.67	0	0	44	44	11	3.11	+0.56 *

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PRIMARY AREA / Index / Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
END RESULTS											
Group Functioning	52	55	24	3.59						3.39	+0.20
82 Does your work group plan together and coordinate its efforts	56	61	14	3.22	0	0	78	22	0	3.11	+0.11
83 Does your work group make good decisions and solve problems well	63	64	48	3.67	0	0	44	44	11	3.44	+0.23
84 Is information about important events and situations shared within your work group	69	70	44	3.67	0	0	33	67	0	3.44	+0.23
85 Does your work group feel responsible for meeting its objectives successfully	36	34	14	3.67	0	0	33	67	0	3.33	+0.34
86 Is your work group able to respond to unusual work demands placed on it	33	36	43	3.78	0	0	44	33	22	3.56	+0.22
87 Do you have confidence and trust in the persons in your work group	37	33	24	3.56	0	0	56	33	11	3.44	+0.12
Group Performance			21	3.78						3.59	+0.19
57 Does your work group produce the amount of work that is expected of it			25	3.67	0	0	33	67	0	3.56	+0.11
58 Is your work group efficient in doing the work that is expected of it			30	3.89	0	0	11	89	0	3.67	+0.22
59 Is your group's work high in quality			18	3.78	0	0	22	78	0	3.56	+0.22
Individual Performance			13	4.00						4.00	0.00
110 Do you produce the amount of work that is expected of you			34	4.00	0	0	11	78	11	3.78	+0.22
111 Are you efficient in doing the work that is expected of you			15	4.00	0	0	11	78	11	4.11	-0.11
112 Do you produce work which is high in quality			20	4.00	0	0	11	78	11	4.11	-0.11

NORM COMPARISONS:
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PYRAMID FOR
LA MONTANA REGIONAL COLLEGE

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 9

PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Satisfaction	50	47	49	3.54						*3.26*	*+0.28* *
17 Overall, are you satisfied with the persons in your work group	55	55	68	4.11	0	0	22	44	33	3.71	+0.40 *
18 Overall, are you satisfied with your supervisor	59	62	69	4.22	0	0	22	33	44	3.13	+1.09 *
19 Overall, are you satisfied with your job	60	60	51	4.00	0	0	33	33	33	4.13	-0.13
20 Overall, are you satisfied with this organization	45	40	42	3.56	0	11	33	44	11	3.63	-0.07
21 Considering your skills and the effort you put into your work, are you satisfied with your pay	18	23	25	2.44	11	44	33	11	0	2.38	+0.06
22 Are you satisfied with the progress you have made in this organization up to now	76	75	72	3.78	11	0	22	33	33	2.88	+0.90 *
23 Are you satisfied with your chances for getting ahead in this organization in the future	40	36	36	2.67	22	33	11	22	11	3.00	-0.33 *
Goal Integration (*)	80	80	63	3.04						*1.74*	*+1.30* *
114 Is this organization effective in getting you to meet its needs and contribute to its effectiveness	65	60	84	3.56	0	11	22	67	0	3.13	+0.43 *
115 Does this organization do a good job of meeting your needs as an individual	83	82	57	3.44	0	11	44	33	11	2.33	+1.11 *

(*) NOTE: This index is calculated using a special formula

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PYRAMID FOR
LA MONTANA REGIONAL COLLEGE

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
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PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Miscellaneous non-index questions											
16 Overall, are you satisfied with the process used to evaluate your performance			80	3.56	11	0	22	56	11	2.29	+1.27 *
88 When conflicts arise between work group members, are mutually acceptable solutions sought			50	3.56	0	11	33	44	11	3.22	+0.34 *
89 When solutions are reached, do the opposing group members accept and implement them			36	3.44	0	0	56	44	0	3.22	+0.22
113 Is your pay equitable to the pay of others doing the same type of work	46		34	2.89	11	22	33	33	0	3.56	-0.67 *

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NORM COMPARISONS:
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PYRAMID FOR
PONCE, TECHNOLOGICAL UNIVERSITY COLLEGE

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 15

PRIMARY AREA / *Index* / Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
ORGANIZATION CLIMATE	What percent of groups like yours are you better than? At the same:										
Guidance System	REPORTING LEVEL	JOB	ORG								
Communication Flow	81	78	74	3.29						3.29	0.00
Decision Making Practices	64	61	51	2.77						3.13	-0.36 *
Concern for People	65	60	85	3.33						3.44	-0.11
Influence and Control	84	86	51	3.20						3.42	-0.22
Job Design											
Job Challenge	68	72	50	3.65						4.05	-0.40 *
Job Reward	36	20	46	2.51						3.12	-0.61 *
Job Clarity	51	45	82	3.46						3.21	+0.25 *
Shape											
Organization of Work	85	84	90	3.52						3.26	+0.26 *
Absence of Bureaucracy	40	77	50	3.29						3.15	+0.14
Coordination	35	35	13	2.75						3.25	-0.50 *
Coordination Moderator											
Work Interdependence	21		44	2.97						3.21	-0.24
SUPERVISORY LEADERSHIP											
Support	64	67	69	(4.78) 4.24						4.19	+0.05
Team Building	70	79	67	(4.60) 3.87						3.97	-0.10
Goal Emphasis	49	55	59	(4.77) 3.77						3.97	-0.20
Work Facilitation	74	81	56	(4.80) 3.69						3.79	-0.10
Encouragement of Participation	76	76	55	3.58						3.55	+0.03

NORM COMPARISONS:
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PYRAMID FOR
PONCE TECHNOLOGICAL UNIVERSITY COLLEGE

Survey Date: APRIL, 1991
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Number Surveyed: 15

PRIMARY AREA / *Index* / Question: To what extent ...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Perceived Causes of Supervisory Leadership												
Interpersonal Competence	60	73	71	3.93						3.69	+0.05
Involvement	61	61	58	3.63						3.79	-0.16
Administrative Scope	68	71	71	3.77						3.76	+0.01
PEER RELATIONSHIPS												
Support	76	78	86	(4.69) 4.21						4.06	+0.15
Team Building	82	87	64	(4.79) 3.81						3.62	+0.19
Goal Emphasis	72	74	45	(4.80) 3.70						3.81	-0.11
Work Facilitation	85	86	64	(4.91) 3.73						3.69	+0.04
END RESULTS												
Group Functioning	72	75	71	3.66						3.75	+0.11
Goal Integration (*)	66	86	75	3.21						3.13	+0.08
Satisfaction	87	88	90	4.08						3.96	+0.12
Group Performance			71	4.18						4.16	+0.02
Individual Performance			65	4.29						4.49	-0.20

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PYRAMID FOR
PONCE TECHNOLOGICAL UNIVERSITY COLLEGE

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Number Surveyed: 15

PRIMARY AREA / *Index* / Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
ORGANIZATION CLIMATE	What percent of groups like yours are you better than?										
Guidance System	At the same: REPORTING LEVEL	JOB	ORG								
Communication Flow	81	78	74	3.29						3.29	0.00
5 Is the information your work group gets about what is going on in other departments or units adequate	88	88	82	3.27	7	27	20	27	20	3.12	+0.15
6 Does this organization tell your work group what it needs to know to do the best possible job	74	74	71	3.40	13	7	27	33	20	3.41	-0.01
7 Are people above your supervisor receptive to ideas and suggestions coming from your work group	62	60	51	3.20	20	0	33	33	13	3.35	-0.15
Decision Making Practices	64	61	51	2.77						3.13	-0.36 *
11 When decisions are being made, are the persons affected asked for their ideas	68	65	67	2.80	7	47	13	27	7	3.18	-0.38 *
12 Is information widely shared in this org. so that those who make decisions have access to such knowledge	53	52	32	2.69	20	20	20	20	7	3.20	-0.51 *
Concern for People	65	60	65	3.33						3.44	-0.11
8 Does this organization have a real interest in the welfare and overall satisfaction of those who work here	77	71	82	3.64	0	27	7	33	27	3.56	+0.08
9 Does this organization try to improve working conditions	75	72	88	3.53	0	13	33	40	13	3.35	+0.18
10 Are there things about working here -policies, practices, or conditions- that encourage you to work hard	34	28	56	2.86	13	13	47	13	7	3.44	-0.58 *

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PRIMARY AREA / *Index* / Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Influence and Control	84	86	51	3.20						3.42	-0.22
13 Do first-line supervisors have influence on what goes on in your dept	84	90	78	3.67	7	20	7	33	33	3.87	-0.20
14 Do non-supervisory employees have influence on what goes on in your department	91	91	58	2.80	13	33	27	13	13	3.07	-0.27 *
15 Do middle managers have influence on what goes on in your department	34	34	29	3.07	13	20	20	27	13	3.38	-0.31 *
Job Design											
Job Challenge	68	72	50	3.85						4.05	-0.40 *
90 Do you enjoy performing the actual day-to-day activities that make up your job	91	91	82	4.27	0	0	20	33	47	4.13	+0.14
93 Does your job let you do a number of different things	46	45	52	3.53	13	13	13	27	33	4.00	-0.47 *
94 Does your job let you learn new things and skills	66	66	38	3.47	13	13	13	33	27	4.12	-0.65 *
95 Does your job use your skills and abilities -- let you do the things you can do best	57	51	33	3.33	20	7	13	40	20	3.94	-0.61 *
Job Reward	36	28	46	2.51						3.12	-0.61 *
96 Does doing your job well lead to things like pay increases and bonuses	17	14	12	1.67	73	7	7	7	7	2.63	-0.96 *
97 Does doing your job well lead to things like recognition and respect from those you work with	43	28	41	3.07	27	7	27	13	27	3.56	-0.49 *
98 Does your job provide good chances for getting ahead	67	67	54	2.80	27	7	40	13	13	3.19	-0.39 *

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PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Job Clarity	51	45	82	3.46						3.21	+0.25 *
99 Are you clear about what people expect you to do on your job	82	82	49	4.07	7	7	7	33	47	4.00	+0.07
100 There are NOT times when one person wants you to do one thing and someone else wants you to do something diff	48	42	58	3.20	13	20	20	27	20	2.82	+0.38 *
101 People do NOT expect too much from you on your job	29	29	91	3.13	20	7	27	33	13	2.82	+0.31 *
Job design: Non-index questions											
91 Does doing your job well give you a feeling of personal satisfaction	92	92	66	4.80	0	0	0	20	80	4.65	+0.15
92 Does your job give you the opportunity to find out how well you are doing	84	91	31	3.80	7	13	13	27	40	3.88	-0.08
Shape											
Organization of Work	65	84	90	3.52						3.26	+0.26 *
1 Is this organization generally quick to use improved work methods	72	70	86	3.40	7	7	40	33	13	3.29	+0.11
2 Does this organization have goals and objectives that are both clear-cut and reasonable	86	85	86	3.87	0	7	27	40	27	3.47	+0.40 *
3 Are work activities sensibly organized in this organization	72	74	59	3.29	0	27	27	27	13	3.06	+0.23
4 In this org., are decisions made at those levels where the most adequate and accurate information is available	83	83	90	3.47	0	20	27	40	13	3.24	+0.23

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PRIMARY AREA / *Index* / Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Absence of Bureaucracy	40	77	50	3.20						3.15	+0.14
102 You do NOT get endlessly referred from person to person when you need help	46	81	55	3.60	0	20	27	27	27	3.24	+0.36 *
103 You do NOT have to go through a lot of "red tape" to get things done	30	50	35	2.87	7	40	27	13	13	3.29	-0.42 *
104 You do NOT get hemmed in by long-standing rules and regulations that no one seems to be able to explain	50	83	83	3.43	7	20	20	20	27	3.00	+0.43 *
Coordination	35	35	13	2.75						3.25	-0.50 *
105 Do different units plan together and coordinate their efforts	48	44	6	2.47	33	7	47	7	7	2.88	-0.41 *
106 Does your unit receive cooperation and assistance from other units	32		9	2.47	20	27	47	0	7	3.24	-0.77 *
107 How are problems between units resolved 1 = Nothing 2 = Little is done 3 = Discussed but often unresolved 4 = Appealed to higher level 5 = Worked out at the level where they appear	40	50	24	3.33	7	20	33	13	27	3.75	-0.42 *
Coordination Moderator											
Work Interdependence	21		44	2.97						3.21	-0.24
108 Does your unit's work require information from several other units	32		56	3.20	13	7	47	13	20	3.18	+0.02
109 Is the success of your unit affected by the activities of other units	13		35	2.73	27	13	27	27	7	3.24	-0.51 *

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PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
SUPERVISORY LEADERSHIP											
Support	64	67	69	(4.78) 4.24						4.19	+0.05
24 Is your supervisor friendly and easy to approach	61	61	71	(4.71) 4.27	0	7	13	27	53	4.24	+0.03
26 When you talk with your supervisor, does your supervisor pay attention to what you are saying	66	68	73	(4.86) 4.27	0	7	13	27	53	4.29	-0.02
28 Is your supervisor willing to listen to your problems	62	65	63	(4.80) 4.20	7	0	13	27	53	4.06	+0.14
Team Building	70	79	67	(4.80) 3.87						3.97	-0.10
30 Does your supervisor encourage the persons who work in the group to work as a team	65	75	66	(4.80) 3.87	13	7	7	27	47	4.12	-0.25 *
32 Does your supervisor encourage people who work in the group to exchange opinions and ideas	73	81	66	(4.80) 3.87	13	7	7	27	47	3.82	+0.05
Goal Emphasis	49	55	59	(4.77) 3.77						3.97	-0.20
34 Does your supervisor encourage people to give their best effort	55	63	66	(4.73) 3.87	13	7	13	13	53	4.06	-0.19
36 Does your supervisor maintain high standards of performance in the group	42	44	48	(4.80) 3.67	13	7	20	20	40	3.88	-0.21
Work Facilitation	74	81	56	(4.80) 3.69						3.79	-0.10
38 Does your supervisor provide help, training, and guidance so that you can improve your performance	70	80	56	(4.73) 3.67	13	0	33	13	40	3.76	-0.09
40 Does your supervisor provide the help you need so that you can schedule work ahead of time	72	78	51	(4.80) 3.67	13	0	33	13	40	3.75	-0.08
42 Does your supervisor offer new ideas for solving job-related problems	74	79	61	(4.87) 3.73	13	0	27	20	40	3.94	-0.21

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Encouragement of Participation	76	76	55	3.58						3.55	+0.03
44 Does your supervisor provide the members of your work group with info about the decisions in advance	72	68	47	3.47	13	13	27	7	40	3.35	+0.12
45 Does your supervisor ask for opinions and ideas from members of your work group	77	76	54	3.67	13	0	33	13	40	3.59	+0.08
46 Does your supervisor meet with members as a group, present problems, and work with group to find solutions	77	78	63	3.60	13	0	40	7	40	3.71	-0.11
Supervisory leadership: Non-index questions											
47 Would you LIKE your supervisor to involve your work group in solving problems that affect the group			57	4.20	0	7	20	20	53	4.24	-0.04
55 Does your supervisor have confidence and trust in you	76	78	63	4.21	0	7	13	27	47	4.13	+0.08
56 Do you have confidence and trust in your supervisor	40	39	36	3.67	13	7	27	7	47	3.88	-0.21

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PRIMARY AREA *Index* Question: To what extent	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Perceived Causes of Supervisory Leadership											
Interpersonal Competence	69	73	71	3.93						3.88	+0.05
48 Does your supervisor have knowledge of what it takes to be a good leader	75	77	76	3.93	7	13	13	13	53	3.76	+0.17
49 Does your supervisor's attitude encourage participation and commitment from work group members	64	69	61	3.73	13	0	33	7	47	3.82	-0.09
50 Does your supervisor have skills for getting along with others	65	66	73	4.13	7	7	7	27	53	4.06	+0.07
Involvement	61	61	56	3.63						3.79	-0.16
51 Does your supervisor have information about how work group members see and feel about things	70	73	57	3.60	13	7	20	27	33	3.59	+0.01
52 Does your supervisor have interest in and concern for work group members	50	47	58	3.67	13	7	27	7	47	4.00	-0.33 *
Administrative Scope	68	71	71	3.77						3.76	+0.01
53 Does your supervisor have the necessary administrative skills	63	72	78	3.87	7	0	27	33	33	3.59	+0.28 *
54 Does your supervisor have a work situation which allows your supervisor to be a good leader	70	69	60	3.67	7	7	27	33	27	3.94	-0.27 *

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PEER RELATIONSHIPS											
Support	76	78	86	(4.68) 4.21						4.06	+0.15
60 Are the persons in your work group friendly and easy to approach	58	60	75	(4.64) 4.14	0	7	13	33	40	3.94	+0.20
62 Do the persons in your work group pay attention to what you are saying	78	78	83	(4.71) 4.29	0	0	20	27	47	4.06	+0.23
64 Are persons in your work group willing to listen to your problems	83	85	82	(4.71) 4.21	0	7	13	27	47	4.18	+0.03
Team Building	82	87	64	(4.79) 3.81						3.62	+0.19
66 Do persons in your work group encourage each other to work as a team	84	86	66	(4.79) 3.86	7	0	27	27	33	3.53	+0.33 *
68 Do persons in your work group emphasize a team goal	83	88	59	(4.79) 3.71	7	7	27	20	33	3.65	+0.06
70 Do persons in your work group exchange opinions and ideas	77	78	66	(4.80) 3.93	7	0	27	27	40	3.69	+0.24
Goal Emphasis	72	74	45	(4.60) 3.70						3.81	-0.11
72 Do persons in your group encourage each other to give their best efforts	73	79	40	(4.80) 3.53	13	7	20	33	27	3.63	-0.10
74 Do persons in your work group maintain high standards of performance	65	68	53	(4.80) 3.87	7	7	13	40	33	4.00	-0.13
Work Facilitation	85	86	64	(4.91) 3.73						3.69	+0.04
76 Do persons in your work group help you find ways to do a better job	74	74	35	(4.93) 3.53	13	0	40	13	33	3.69	-0.16
78 Do persons in your work group provide the info or help you need so that you can plan work ahead of time	90	91	76	(4.86) 3.80	7	7	20	33	33	3.63	+0.17
80 Do persons in your work group offer each other new ideas for solving job-related problems	85	85	67	(4.93) 3.87	7	7	20	27	40	3.75	+0.12

UNIVERSITY OF PUERTO RICO - PONCE

NORM COMPARISONS:
Org. Level: WHITE COLLAR, FIRST-LINE
Function: PROFESSIONAL/TECHNICAL
Internal: U OF PR - PONCE 10 GRPS

PYRAMID FOR
PONCE TECHNOLOGICAL UNIVERSITY COLLEGE

Survey Date: APRIL, 1991
Past Date: OCTOBER 1990
Number Surveyed: 15

PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
END RESULTS											
Group Functioning	72	75	71	3.86						3.75	+0.11
82 Does your work group plan together and coordinate its efforts	84	86	75	3.80	13	0	20	27	40	3.60	+0.20
83 Does your work group make good decisions and solve problems well	75	75	77	3.87	13	0	13	33	40	3.81	+0.06
84 Is information about important events and situations shared within your work group	69	70	44	3.67	7	13	27	13	40	3.25	+0.42 *
85 Does your work group feel responsible for meeting its objectives successfully	64	64	66	4.07	7	7	0	47	40	3.94	+0.13
86 Is your work group able to respond to unusual work demands placed on it	35	38	46	3.80	13	0	13	40	33	3.94	-0.14
87 Do you have confidence and trust in the persons in your work group	70	70	90	4.00	7	0	20	33	40	3.94	+0.06
Group Performance			71	4.18						4.16	+0.02
57 Does your work group produce the amount of work that is expected of it			79	4.20	0	7	0	60	33	4.12	+0.08
58 Is your work group efficient in doing the work that is expected of it			75	4.27	0	7	0	53	40	4.12	+0.15
59 Is your group's work high in quality			48	4.07	0	7	13	47	33	4.24	-0.17
Individual Performance			65	4.29						4.49	-0.20
110 Do you produce the amount of work that is expected of you			87	4.33	0	0	7	53	40	4.41	-0.08
111 Are you efficient in doing the work that is expected of you			40	4.20	0	0	7	67	27	4.53	-0.33 *
112 Do you produce work which is high in quality			63	4.33	0	0	13	40	47	4.53	-0.20

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PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms F	Other Norms I	Mean (Like) Now	Percent Answering 1	2	3	4	5	Prev Mean	Change
Satisfaction	87	88	90	4.08						3.96	+0.12
17 Overall, are you satisfied with the persons in your work group	61	65	90	4.27	0	7	7	40	47	4.24	+0.03
18 Overall, are you satisfied with your supervisor	58	60	68	4.20	7	0	13	27	53	3.88	+0.32 *
19 Overall, are you satisfied with your job	92	92	90	4.60	0	0	0	40	60	4.25	+0.35 *
20 Overall, are you satisfied with this organization	70	60	79	4.00	0	7	13	53	27	4.19	-0.19
21 Considering your skills and the effort you put into your work, are you satisfied with your pay	91	93	95	4.13	0	13	0	47	40	4.00	+0.13
22 Are you satisfied with the progress you have made in this organization up to now	77	76	73	3.80	7	13	20	13	47	4.00	-0.20
23 Are you satisfied with your chances for getting ahead in this organization in the future	83	83	85	3.60	7	7	40	13	33	3.35	+0.25 *
Goal Integration (*)	86	86	75	3.21						3.13	+0.08
114 Is this organization effective in getting you to meet its needs and contribute to its effectiveness	50	41	65	3.33	13	0	40	33	13	3.65	-0.32 *
115 Does this organization do a good job of meeting your needs as an individual	90	90	77	3.67	7	7	33	20	33	3.41	+0.26 *

(*) NOTE: This index is calculated using a special formula

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Survey Date: APRIL, 1991
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PRIMARY AREA *Index* Question: To what extent...	Organizational Level Norms Percentile Plot 0 10 20 30 40 50 60 70 80 90 100	Other Norms F	 I	Mean (Like) Now	Percent Answering 1	 2	 3	 4	 5	Prev Mean	Change
Miscellaneous non-index questions											
16 Overall, are you satisfied with the process used to evaluate your performance			61	3.07	33	0	20	20	27	3.24	-0.17
88 When conflicts arise between work group members, are mutually acceptable solutions sought			83	3.87	7	7	13	40	33	3.63	+0.24
89 When solutions are reached, do the opposing group members accept and implement them			91	3.93	0	13	13	40	33	3.40	+0.53 *
113 Is your pay equitable to the pay of others doing the same type of work	87		91	3.67	7	7	27	33	27	4.00	-0.33 *